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Status of Tribal Education in North-East India Dr. Goutam Saha

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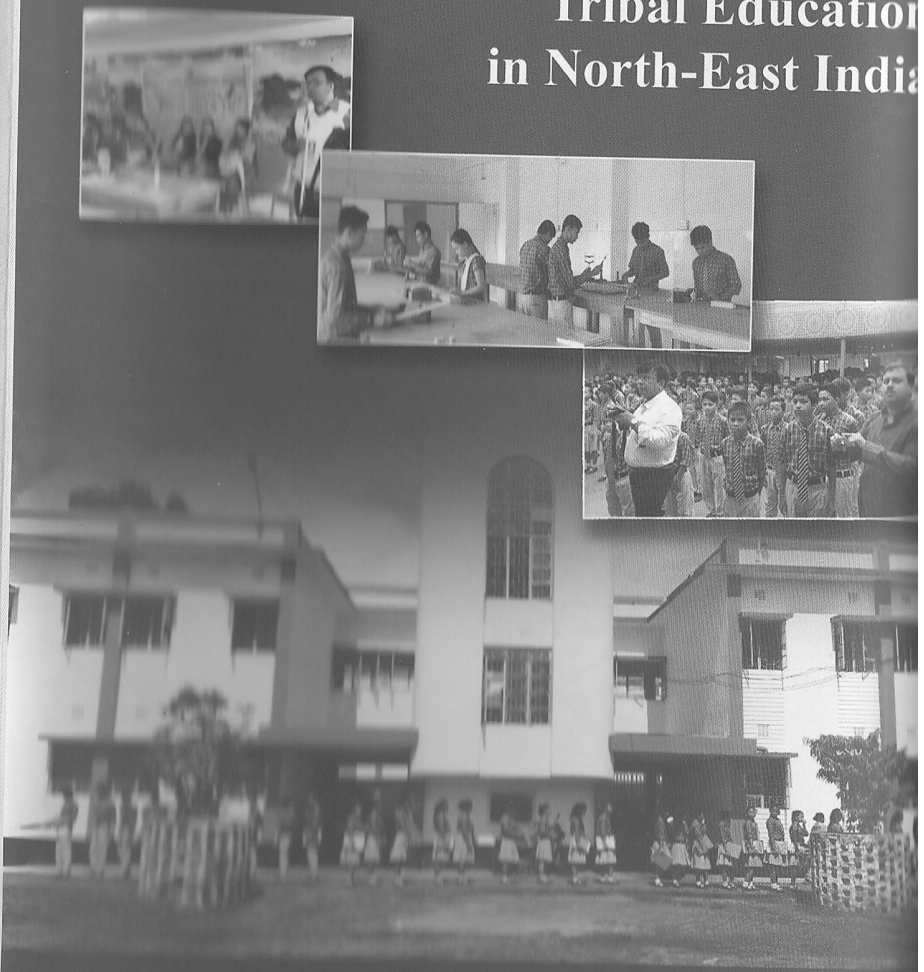

Dr. Goutam Saha

Tribal Research and Cultural Institute,
Govt. of Tripura, Agartala

About the Book

The book deals with educational status among the tribals in entire north-eastern region, which is one of the vital issues in modern India. The outcome of this research work gives a comprehensive and comparative picture on education (including primary, higher and vocational education), demography, economy and different aspects of literacy among the tribal communities. Moreover, the study identified a number of educational problems and suggested some important measures for the development of education among them. Readers will find different educational results in the light of environment and cultural background. A very informative one, this piece of work will certainly be useful to research scholars in Statistics, Anthropology, Education and other allied disciplines. The administrators and educational planners will find it very useful.

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Preface

"**The best Brains of the Nation may be found on the last benches of the Classroom**" – Bharat Ratna Dr. A. P. J. Abdul Kalam

This report is the culmination of the author's research work carried out in the Department of Statistics, M.B.B. College, Agartala as per the order No.F.2(101)-TRI/RES(PROJECT)/ 2014/956-58, Dated 10/10/2014 issued by The Director, TR & CI. It is based on the research project entitled '*Status of Tribal Education in North-East India*', spanning the period November 2014 to February 2016.

The report has been organized into seven chapters. The first chapter is the introduction of the research problem, role of education and its policy for tribal development, problems of Tribal education etc. Some limitation of the study is also stated here.

Review of literature is briefly described by classifying as national, regional and state specific in the second chapter.

The third chapter i.e., Glimpse of north-east region contains a background of each 8 states with their demographic, social, economic and geographic profile. Literacy rate of different tribal communities is also mentioned here.

In fourth chapter i.e., materials and methods have objectives, rationale, approach and area of the study. Sources of information and method of data analysis is also incorporated here.

Chapter five is the main part of this project report i.e., real life data analysis done statistically by applying diagrammatic presentation, Cross Tabulations and Chi-Square and Ordinal Logistic Regression analysis.

Chapter six also the main as well as supporting part of this project report i.e., secondary data analysis done statistically by applying diagrammatic Presentation.

Whereas in last chapter i.e., chapter seven contains some decisions and suggestions with the future scope of study.

Several interesting observations have been made through the application of various statistical methods in this report. It is hoped that the findings of the present research work will be beneficial for policy makers, academicians and researchers working in this direction in north-east India.

Dr. Goutam Saha

Acknowledgements

I extend my sincere thanks to the Tribal Research and Cultural Institute (TR & CI), Government of Tripura, Agartala for their full funding and extending support to undertake and complete the present research work. I wholeheartedly thank the official staff of the Tribal Research and Cultural Institute, Agartala for the constant encouragement and administrative support.

I cannot forget many of the tribal teachers, officials of school and colleges, officials of NGOs, tribal students, parents, and respondents of the selected area or region for providing me with the relevant data for the completion of the field work.Without their help this work might not have been completed. I extend my thanks and appreciation to all of them.

I owe special thanks to my data entry team, typists and data analysts. I also thank all the others, who have helped me in acquiring different and important books, articles, journals and other materials from various libraries and institutions.

I would like to take this opportunity to express my gratitude to the Principal, M.B.B. College, Agartala for providing necessary infrastructure needed to complete this research work.

The unending encouragement and comfort I have received from my wife Smt. Banasree Saha and my son Master Ritabrata Saha need a special mention and thanks.

Finally thanks are due to colleagues and other staffs of my college as well as from different Government and Private Degree Colleges, Technical Colleges and Universities of the 8 North-Eastern states, without their help and co-operation it would not have been possible to complete the research project.

Dr. Goutam Saha

From the Director's Desk

The book captioned "Status of Tribal Education in North-East India" is a resultant of project-work in the field of applied Statistics duly completed by Dr. Goutam Saha, Assistant Professor and Head, Department of Statistics, Maharaja Bir Bikram (M.B.B.) College, Agartala and it would not be an exaggeration that writing a foreword of this book gives me unadulterated pleasure. The book criss-crosses various domains of educational sectors and it would be an asset for future researchers of this field. I hereby congratulate Dr. Saha for his unflinching efforts and research acumen.

I sincerely hope that the book would be endeared and it will provide food for thought for all concerned.

Sunil Debbarma
Director,
Tribal Research & Cultural Institute,
Government of Tripura,
Agartala, Tripura

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Forwarding

It gives me immense pleasure to convey that Dr. Goutam Saha, Assistant Professor and HOD, Department of Statistics, M. B. B. College, Agartala, Tripura has successfully completed the Research Project work captioned 'Status of Tribal Education in North-East India' within the stipulated period, and sincerely believe that the findings of the project work will benefit the concerned stake holders.

I congratulate Dr. Saha for his commendable effort and wish him success.

Dr. Dilip Sarkar

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Declearation

I, Dr. Goutam Saha (Principal Investigator) Assistant Professor & HOD, Department of Statistics, M. B. B. College, Agartala, Tripura, Tripura (West), PIN-799004, hereby declare that the Research Project work entitled, "Status of Tribal Education in North-East India', has been originally carried out by me with the full financial assistance of Tribal Research and Cultural Institute (TR & CI), Government of Tripura, Agartala, West Tripura vide order No.F.2(101)-TRi/RES(PROJECT)/2014/956-58, Dated 10/10/2014. The work has not been submitted elsewhere for any other Degree or Diploma or Research purposes.

Dr. Goutam Saha

LIST OF ABBREVIATIONS

ADC	:	Autonomous Development Council
AICTE	:	All India Council for Technical Education
AISHE	:	All India Survey on Higher Education
AP	:	Arunachal Pradesh
APL	:	Above Property Line
AS	:	Assam
ATTC	:	Advanced Technical Training Centre
BPL	:	Below Property Line
CA	:	Correspondence Analysis
CBSE	:	Central Board of Secondary Education
CCCT	:	Centre for Computers and Communication Technology
DoNER	:	Ministry of Development of North Eastern Region
GDP	:	Gross Domestic Product
GER	:	Gross Enrollment ratio
Govt.	:	Government
GoI	:	Government of India
GPI	:	Gender Parity Index
GSDP	:	Gross State Domestic Product
HDI	:	Human Development Index
HH	:	House Hold

HRD	:	Human Resource Development
ICSE	:	Indian Certificate of School Examination
INC	:	Indian Nursing Council
LR	:	Literacy Rate
Mg	:	Meghalaya
MCI	:	Medical Council of India
MHRD	:	Ministry of Human Resource Development
Mn	:	Manipur
MoSPI	:	Ministry of Statistics, Planning and Implementation
MoTA	:	Ministry of Tribal Affairs
Mz	:	Mizoram
NCERT	:	National Council of Educational Research and Training
NCST	:	National Commission for Scheduled Tribes
NCTE	:	National Council of Teacher Education
NEDFi	:	North Eastern Development Finance Corporation Ltd.
NER	:	North Eastern Region
NERIST	:	North Eastern Regional Institute of Science and Technology

Ng	:	Nagaland
NGO	:	Non-Governmental Organization
NSSO	:	National Sample Survey Organization
NSTFDC	:	National Scheduled Tribes Finance and Development Corporation
NUEPA	:	National University of Educational Planning and Administration
PA	:	Protected Areas
PPP	:	Public Private Partnership
Pr.	:	Private
PTGs	:	Primitive Tribal Groups
PTR	:	Pupil Teacher Ratio
RGI	:	Registrar General of India
SEMIS	:	Secondary Education Management Information System
Sk	:	Sikkim
Sq. Km.	:	Square Kilo Metres
SRS	:	Simple Random Sampling
SRgS	:	Sample Registration System
SSA	:	Sarva Shiksha Abhiyan
SPSS	:	Statistical Package for the Social Sciences

ST	:	Scheduled Tribes
STDCCs	:	State Tribal Development Cooperative Corporations
STs	:	Scheduled Tribes
TAC	:	Tribal Advisory Council
TDO	:	Tribal Development Officer
TDI	:	Tribal Development Index
TDB	:	Tribal Development Blocks
TES	:	Tribal Education Survey
Tr	:	Tripura
TRI	:	Tribal Research Institute
TSP	:	Tribal Sub Plan
TTAADC	:	Tripura Tribal Areas Autonomous District Council
UGC	:	University Grants Commission

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Chapter I
Introduction

India is a homeland to a large variety of indigenous people with diverse eco-culture, socio-economic and geographical backgrounds. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2 crores of tribal people, India is a unique country which has the single largest tribal population in the world. This constitutes 8.6% of the total population of the country. The population has a literacy rate of 63.1% (Census of India, 2011). Though the progress could have been better, considering several constraints, it is not a mean achievement. However, the rate of literacy among marginalized sections, in particular adivasis, is much lower compared to other backward classes, this because of education. Education is one of the primary agents of transformation towards development and an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. It is series of activities, or a process which may either improve the immediate living conditions or increase the potential for future living. It is the single most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. Literacy and educational attainment are powerful indicators of social and economic development among the backward groups in India.

Despite the sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development. They are not able to participate in the process of development, as they are not aware of most of the progrmmes and policies made for their upliftment. This is mainly due to the high incidence of illiteracy and very low level of education

among the tribal people. Hence, the educational status of the scheduled tribes and the role of governance in this direction are highly essential. It is well known that the educational background of tribes is very discouraging as compared to the rest of the population. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes.

The Indian Constitution identifies and provides special consideration for certain ethnic minority groups, traditionally referred to as tribes or tribals as Schedule Tribes (STs) having approximately 575 STs living in different parts of the country. Most of the tribal communities have their own languages and culture different from the language spoken in the state where they are located. There are more than 270 such tribal languages.

1.2 Essence and Role of Education :

Education is a basic human right of all citizens. The Fifth Constitutional Amendment Act. has made primary education as a basic right to the children of 6 to 14 years of age. The Kothari Commission (1964) has pointed out that, "The density of a nation is shaped in the classroom". Education is very important for the development of an individual as well as for the society. Education not only imparts general skills but it also makes different groups and individuals to identify values necessary for the growth of social and political democracy. It helps an individual in his all-round and integrated development.

In developing societies education is considered as a crucial investment as it generates much needed skills and knowledge for economic growth. In this context Grigson (1947) argues that, "we need to introduce among the tribals such a kind of education which would restore confidence in them to equip them to face boldly and experience the exogenous forces of modernization". Whereas Rao (1966) says, "Literacy is a value in itself. In addition there is an economic reason, developmental reason

for primary education for it enables children to literacy and to retain it in adulthood, besides cultivating in them the capacity to acquire skills and develop the right attitude to work and production".

Education helps to form a person's mind, character or physical capacity. More narrowly, education is the inculcation in each generation of certain knowledge, skills and attitudes by means of instructions such as schools, deliberately created for this end. Education is an important instrument to bring about changes and progress in the individual. Education acts as a liberator since it empowers the tribal people to resist exploitation and oppression.

Education is the most important means which plays a dominant role in bringing about a change among various human groups. Tribal development should be a goal-oriented concept. It is the most important reason why education has been one of the primary concerns of the Government with respect to the tribal population of the country. Education is a must for enabling them to understand the new context.

The special education programmes aim at giving them an understanding of new socio-economic and administrative processes which are essential if they have to stand on their own and talk in terms of equality with members of the advanced communities. Education is the most important agent for the development of the tribal people. Through education rapid social change is possible. Education equips the disadvantaged groups with knowledge and skills to diversify their occupational opportunities and social mobility.

Education also enhances their efforts to attain a better quality of life. Herskovit (1952) says, "Education is to be thought to that part of the enculturative experience that, through the learning process, equips an individual to take his place as an adult member of the society". The main purpose of education is to develop in each individual the knowledge, interests, ideals, habits and powers whereby he/she will find

his place and use that place to shape both him and society towards nobler ends. Education provides a way of life and plays an important role in moulding the personality and character of an individual.

1.3 Role of Education in Development :

The progress of a nation depends upon the educational advancement of its people. Education is a key to development and literacy is both the index and agent to modernisation. Educational development is a basic requirement for social and economic development as it helps in removing illiteracy and ignorance which are fundamental characteristics of tribals. Education is seen as the most crucial input necessary for development out of poverty. Mahatma Gandhi was of the opinion that education is the basic tool for the development of consciousness and reconstruction of the society. The purpose of education is to promote the development of a well-integrated person capable of exercising such responsibilities in the society as his power allows.

Education is the most important element in the development of any community. The role of education as an investment in human resources has been increasingly recognised all over the under developed and developed countries. Education has special significance for the weaker sections of the society which are facing a new situation in the development process to adjust themselves to changing circumstances. The need of educational development of scheduled tribes assumes primary importance to save them from economic exploitation and to help them in their comprehensive development. Education enables them to cross the social and economic barriers under which they have been struggling for centuries.

1.4 Education Policy for Tribal Development :

Education is an important aspect which plays a dominant role in the changes of culture of various human groups. There is always an interaction between the environment and the individual. The personality

of the individual is moulded to a large extent by the culture in which he is born and brought up. Education is thus related to culture. The culture and experiences that the scheduled tribe child brings to school must be integral to an egalitarian teaching learning process in fulfilment of the goal of a meaningful education for all children.

In pursuance of the directives of the Constitution and the special provisions made therein for the schedule tribes, the Government of India has been implementing special programmes for the socio-economic development of the tribal groups. The broad objectives of these programmes have been to develop these traditional communities so as to enable them to secure for themselves an equitable and rightful place in the national system.

Apart from the affirmative action's, provisions have been made in all the five year plans with rest of the people on socio-economic fronts. In this aspect, the first five year plan aimed at including changes in all spheres of tribal life through community development. The second plan focused on reducing economic inequalities. Whereas the third and fourth plan provides the equality of opportunity and stress gives on raising the standard of living of the tribal people through measures which also promote equality and social justice. The fifth plan marked a shift by pursuing the integrated area development approach.

In the sixth plan the emphasis is given on welfare to family and beneficiary oriented development schemes. Whereas the seventh plan continued this thrust of development through different tribal sub plans, special efforts were made in the eight plans to reduce the gap between the tribals and the non-tribals. The ninth plan also adopted a three pronged strategy of social and economic empowerment, and social justice to ensure removal of disparities, elimination of exploitation and protection of tribals. The tenth plan has reiterated commitment to tackle the 'unresolved issues' viz. land alienation,

displacement etc. and 'persisting problems' viz. poverty, illiteracy etc. of the tribals by formulating a comprehensive policy for their empowerment.

Apart from this, in India tribal research institutes were established in 1950-51 mainly to undertake research on tribal problems and to provide suggestions that could help formulation and implementation of development programmes in tribal areas. Besides Commissions, Committees, study and working teams have also been appointed from time to time to evaluate the tribal situation and to provide feedback for suitable measures.

So this way both central and state governments took up the responsibility of making special educational provisions viz. available the basic facility of schools, especially in remote and tribal areas, providing different scholarships (ST, pre-matric, girls etc.), separate boys and girls hostels at middle and high school level, free supply of textbooks and stationary at all stages of school education, free education with uniform to all students, lodging facilities in hostels and ashram schools for tribal children started with an intention of overcoming the difficulties of provisioning in remote regions.

1.5 Tribes in North-East :

The North East Region of India is perhaps one of the most vibrant and complex areas to administer, of the 600 odd ethnic communities that inhabit India, well over 200 ethnic groups are found in this region. North East India comprises of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim. What distinguishes these states from the rest of country is the sensitive geopolitical location with the existence of diverse ethnic groups with different historical backgrounds. The region covers a geographical area of 2.55 lakhs sq.km, which is just 8% of the total country's area. It is connected to India just by a narrow corridor known as the 'chicken

neck' between Nepal and Bangladesh. The region is a gateway to South East Asia as it is bordered by Bangladesh, Bhutan, Myanmar, Nepal and China.

U. Misra (2000) points out that 'north-east' itself is problematic as the region represents varied cultural mosaic and has never considered it to be one compact unit. He further argues that 'one has to recognize that there are many different communities in the region and the dynamics of each single movement have to be taken care of, if any solution is to be achieved'. Hussain (2004) also makes a similar observation and states that "by bracketing the eight north-eastern states, with its diverse tribes, customs and cultures, into what is called the 'north-east' we tend to ignore the distinct identity and sub-national aspirations of these ethnic groups". More so, such clubbing together of the region, in an attempt to look at it as a single entity, has led to stereotyping of the problem that plague the area (Haokip 2011). 'The North Eastern states of India may be looked upon as a political unit for the purposes of administrative convenience by the Government of India today, but historically at no point of time has it ever been a political unit, either culturally, economically or politically' (Sharma 2004).

According to last Census reports, Schedule Tribe constitutes 8.2% of the total population.Tribesare primarily seen as a stage and type of society. They represent a society that lacks positive traits of the modern society and thus constitute simple, illiterate and backward society' (Xaxa 1999). In India the Constitutionally recognized term for this particular category of people is Scheduled tribe; these tribes are spread across the country, they are highly concentrated in North Eastern region and Central region of the country. Generally, three widely accepted terminology for the group of people referred to as Scheduled tribes are: a) Tribals, b) Adivasis and c) Indigenous People.

1.6 Problems of Tribal Education :

There are many critical issues and problems in the field of tribal education. They are as follows:

- Medium of language is one of the important constraints of tribal children which prevents them access to education.
- The location of the village creates a hindrance for the tribal children to attend the school in a neighbouring village.
- The economic condition of tribal people is so poor that they do not desire to spare their children or their labour power and allow them to attend schools.
- As education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income.
- In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education.
- Proper monitoring is hindered by poor coordination between the tribal welfare department and school education department.

1.7 SPSS (Statistical Package for the Social Sciences) :

SPSS (Statistical Package for the Social Sciences) was released in its first version in 1968 after being developed by *Norman H. Nie* and *C. Hadlai Hull.* SPSS is among the most widely used programs for statistical analysis in social science. It is used by market researchers, health researchers, survey companies, government, education researchers, marketing organizations and others.

The original SPSS manual (Nie, Bent & Hull, 1970) has been described as one of "sociology's most influential books". In addition to statistical analysis, data management (case selection, file reshaping, creating derived data) and data documentation (a metadata dictionary is stored in the data file) are features of the base software.

SPSS is a computer program used for survey authoring and deployment (IBM SPSS Data Collection), data mining (IBM SPSS Modeler), text analytics, statistical analysis, and collaboration & deployment (batch & automated scoring services). Between 2009 and 2010 the premier vendor for SPSS was called PASW (Predictive Analytics Software) Statistics, while copyright issues for the name were settled.

SPSS is a full-featured data analysis program that offers a variety of applications including data base management and reporting, statistical analysis, graphics etc. The SPSS program runs on a wide variety of mainframe, mini, and microcomputers.

1.8 Limitations of the Study :

The study has some limitations as felt by the researcher/principal investigator. First of all, the sample size could have been larger to facilitate consistent result. Source of information also are not available regarding statistical analysis. For example, vocational institutes and their records/documents like campusing are not available at all.

1.9 Contents of the Report :

The report has been organized into seven chapters.

The first chapter is the introduction of the research problem, role of education and its policy for tribal development, tribes in north-east with their problems. A detail of the SPSS, limitations and contents of the study is incorporated here.

In chapter two, the review of literature related to the research work with respect to national, regional and state specific of north-east is briefly described.

The third chapter i.e., Glimpse of north-east region contains a background of each 8 states with their demographic, social, economic and geographic profile. Literacy rate of different tribal communities is also mentioned here.

In fourth chapter i.e., materials and methods have objectives, rationale, approach and area of the study. Sources of information and method of data analysis is also incorporated here.

Chapter five is the main part of this project report i.e., real life (primary) data analysis done statistically by applying diagrammatic presentation, Cross Tabulations and Chi-Square and Ordinal Logistic Regression analysis.

Chapter six is also the supporting part of this project report i.e., secondary data analysis of each 8 state of north-east India by applying statistical analysis.

The last chapter i.e., chapter seven contains some findings, decisions and suggestions with the further scope of studies.

Chapter II
Review of Literature

2.1 Introduction :

Review of related literature is pre-requisite to actual planning of any scientific research. It allows the researcher to acquaint himself with current knowledge in the field or area in which he/she is going to conduct his/her research. The review of related studies implies 'locating, reading and evaluating reports as well as reports of casual observation and opinion that are related to individual's planned research project'. A survey of related studies provides the investigator with an understanding of the work that has already been done in the field of enquiry. It also suggests the ways and means for the collection of relevant data and interpretation of test results. The studies reviewed are mainly on educational status of the tribes in the north-east region of India.

A number of research studies undertaken have presented findings related to different aspects of education among the tribal at school/ college/vocational institute level in 8 north-east states as well as in India. Some of the aspects studied were enrolment, dropout, stagnation, curricular and co-curricular aspects, medium of study or instruction, infrastructural facilities in the schools/institutions of north-east states, academic achievements, extent of utilization of facilities (academic and financial specifically stipend or any other special grants etc.).

There exists a substantial amount of literature on the status of tribal education in India specially the north-eastern region of India. The available literature on the present research work has been reviewed and presented under the following three sections viz., (1) national scenario i.e., studies in India (2) regional scenario and (3) north-eastern state specific scenario. A brief account in regard worthwhile must be there in order to highlight what has already been done in this area.

2.2 National Scenario :

Social scientists in India have conducted quite a large number of studies on educational scenario of different tribes. They also offered valuable suggestions and corrections for the improvement of different educational level viz. school education, higher education, technical education and vocational education for the tribe under study. Some of the reports, souvenirs and surveys conducted from time to time relating to welfare activities of the tribal including various problems of tribal education enrich this area. Sometimes, besides giving solutions to various educational problems of the tribal, certain suggestions and recommendations are made for further improvement of tribal educations.

Perhaps the first contribution to the study of educational problems of Scheduled Tribes in India was made as early as 1944 by Furer-Hai Mendorfl. The author has described the outline of educational schemes by drawn up for the Gonds of Adilabad district in theNizam's domination of Hyderabad. The study revealed the problemsof language script and teachers. The schemes paid rich dividends forthe tribes of that area and even now forms the basis of educational planning there. The author pointed out that an educational programme for the tribes had to be in consonance with their habit, economy and culture.

T. C. Das (1950) studied the HO tribe and arrived at the significant conclusion that the HO students could compete successfully with their non-tribal colleagues. The study however conceded that the students were receptive, but not critical, lacked confidence but were eager to learn.

While enumerating the principles on which the teaching of aboriginal has to be based, Naik (1950) analyzed the existing techniques of teaching the Bhils and other tribes. He pointed out their defects and suggested recommendations for the improvement of their teaching techniques.

Madan(1952)wanted educational activities to be carried on along with economic uplift in such areas as in contact with urban centres.

The study revealed that education and literacy were a very potent medium of instruction, propaganda and indoctrination was essential.

The type of education to be given to tribals and the problems in imparting vocationally based education are discussed by Biswas (1954). In another paper (1955) emphasizing the need for Tribal education, the same author suggested the introduction of basic education.

In another study on Bhils of Madhya Pradesh with regard to their position of literacy and education, Naik (1956) concluded that 'Basic Education is the ideal system of Education for the Bhils'. The same author (1969) studied the Bhils to find out the impact of education upon them. Naik established that the changes observed were only shallow and not deep.

Kar (1957) pleaded for a psychological approach to tribal education. He described the various steps through which tribal pupils were trained and the methods, content and the agencies of tribal education. He suggested that the educative value of the traditional dormitories of the tribes should also be taken into consideration.

Elvin (1959) in his book titled 'A New Deal For Tribal India' suggested that the school should become as much a tribal institution as dormitory. He had discussed education and economics of the tribal school programmes, type of school equipments, school buildings, learning environments, medium of instruction, education for tribal girls and technical education.

Narrating the interrelation between Anthropology and Education, Basu (1961) strongly criticized the present system of educating the Adivasi population of India. Giving suggestions for an educational scheme for them with regard to books, medium of instruction, collection of vocabularies and building for schools, the writer held the view that the education of the aboriginals should be subjected to proper planning

and supervision by a board of scholars who are known to have done actual field work.

The report of the Andhra Pradesh Tribes Enquiry Committee (1962) analyzed the root causes of the slow progress of tribal education. One of the significant findings of the committee was about the indifference of educated tribal people. Recommendations were given about adult education, religious education, ashram schools, grants and other educational facilities. Enquiry Committee recommended that the basic system of education might prove more effective in enhancing literacy. The creation of Tribal chairs in the Universities of Andhra Pradesh formed an important recommendation of the committee.

Bapat (1964) suggested a well planned system of education to remove the ignorance prevalent among the tribes. After analyzing the reasons for the slow progress in tribal education, the author suggested the types of education for tribal children and adults. At the end a few suggestions are put forward for the improvement of tribal education.

Srikant (1964) traced the progress of education in tribal areas after independence. He revealed that the state of education among the tribes has not been satisfactory in different parts of India. He laid emphasis on the education of the tribal girls, the need for trained teachers, opening of ashram schools and suggested that tribal education should be job oriented. The recommendations of the work group on education of backward classes in the education commission, deal with the existing programme. Problems of nomadic and seminomadic tribes, hostel facilities and ashram school have been discussed.

A report of the Seminar on Employment of Scheduled Castes and Scheduled Tribes (1965) examined some problems of education of scheduled tribes students with special reference to the extent of wastage and the extent to which the scheduled Tribes show their preference for

different types of education and the reason for not getting persons for appointment to different posts. The report also contains detailed recommendations for the improvement of their education.

A seminar on the tribal education in India (1967) organized by the National Council of Educational Research and Training analyzed the various aspects of tribal education like the educational facilities available, coverage, wastage and stagnation, basic problems of tribal education, methods and voluntary agencies in the education of tribal people and utilization of financial assistance. The seminar made recommendations regarding aims, objectives and policy of tribal education, teacher's qualification, medium of instruction, school facilities, text books and curriculum.

The tribal language and its role as a medium of instruction was the main focus in the Report of the Tribal Language Committee (1966). Describing the consequences of imparting education through languages other than mother tongue, the committee recommended the recognition of tribal language as the medium of instruction.

Ambasht (1969) studied the impact of education on Tribal cultures. The study focused on the District on Ranchi especially on the Munda, Oraon and Kharia tribes. The same author for his Doctoral thesis made a critical study of tribal education (1970). This study mainly concentrated on the Oraons, Kharias and Mundas of Ranchi district. Their traditional education, agencies of modern education, village schools, attitudes of teachers and students, female education, social education, economic education, primary education and above all the impact of education was dealt with. Based on the findings of the study, recommendations were made for the improvement of tribal education.

Another seminar on Education and Economic Development of Tribal People (1970) analyzed the various problems of tribal education along with their implications on their economic development. Linking

education with the economic development of tribals were the main subject dealt within the seminar, education of tribals in industrial areas, education as determinant of economic development, factors hindering tribal education, cultural compulsions and economic development of ungraded school system with reference to education and economic development of tribals etc. The seminar made detailed recommendations on all the above aspects of tribal education.

The tribal education unit NCERT prepared a report (1971)based on a study conducted in three states and one union territory (Assam, Bihar, Madhya Pradesh and Tripura) on the utilization of financial assistance by tribal students. Seven major tribes (Khasis, Caros, Mundas, Oraons, Hoes, Gonds and Bhils) covering 44.60% of the total tribal population of India were covered in this study. The study gave a comprehensive idea regarding the different types of schemes, criteria of implementation and benefits accorded to the tribal pupils in the areas selected. The report also made detailed recommendations regarding schemes of financial assistance, criteria of implementation and the machinery of disbursement, adequacy of financial assistance, frequency of disbursement and follow up, utilization, and non-utilization.

Another seminar on Tribal education (1972) was conducted under the auspices of the Tribal unit of NCERT. In this report the problems of primary, secondary and vocational education of tribes are analyzed. Recommendations regarding the different aspects of tribal education especially vocational education are given in the report.

In a study conducted by Goyal (1973) the important events and trends that contributed to the spread of education among the depressed classes during the British period were analyzed. It was found that during the Pre-British period, depressed classes were deprived of equality of opportunity in social, political, economic and educational matters. The social reform movement initiated in the nineteenth century was

instrumental for awakening consciousness for the uplift of the depressed classes.

Chitnis (1974) conducted a Sociological survey on the educational problems of scheduled castes and scheduled tribe's college students. The study aimed at assessing the status of the scheduled caste and scheduled tribe students, comparing the SC/ST students with non SC/ ST students and identifying the type of difficulties and obstacles they face. The main tool of research was the interview schedule.

Srivastava (1974) made a study on the personality pattern of the Children of 'Criminal Tribes' of Uttar Pradesh and the sample for the study included 100 boys studying in Ashram type schools of four districts. It was found that the children of criminal tribes possessed low intellectual ability. They had confidence, but were shy at social interaction. Though not satisfied with their existing status, they were optimistic about their future. They tried to gratify their immediate needs though were not impulsive. They had control over their social adjustments.

Desai and Pandor(1974)investigated into the status of Scheduled Caste and Scheduled Tribe Students in the institutions of learning, comparing the scheduled caste and scheduled tribe students with non-scheduled caste and scheduled tribe students and into nature of discrimination, types of obstacles and difficulties that they faced. The following were the important facts revealed by the study. Adult education seemed to have made very little impact in spreading literacy. In a large number of cases the educated among the scheduled castes and scheduled tribes were first generation students. Scheduled caste and scheduled tribe students were comparatively low in academic performance.

Adiseshiah and Mananathan (1974) conducted a study on educational problems of scheduled caste and scheduled tribes in Tamil Nadu. The study revealed that the wastage was very high at the primary level, but at the middle school stage the scheduled tribes had an edge over the

non-scheduled. Majority of students coming from illiterate homes in difficult financial situation engaged in no extra-curricular activities. Based on this recommendations Government implemented policies for the education of the scheduled caste and schedule tribe students.

Rajagopalan (1974) conducted a study on the educational progress and problems of scheduled castes and scheduled tribes school students in Karnataka. The study revealed that 30% of the students lived in hostels while their parents lived in villages. Economic donations of the students were 'uncomfortable' and domestic work seemed to come in their way. The amount given as scholarship was inadequate.

Sachitananda (1974) conducted a study in Bihar and showed that among the college going scheduled tribe students 25% were girls whereas among the college going scheduled caste students the percentage of girls was only 0.4. Nearly 30% of the scheduled caste students were married. 3/4 of the students of both the communities opted for Arts courses. Most of these students had high academic and occupational aspirations.

Sahai (1975) stressed that education plays an important role in eradicating untouchability. He recommended that education at all levels should be given free and compulsory. Meritorious students should be given free, higher foreign education.

Dixit (1975) made a study of educational need pattern of adults in the urban and tribal communities of Rajastan. Finding out the educational need pattern of adults in urban, rural and tribal communities, the attitude of adults towards their needs for continuing education and relationship between different age groups and the useful educational programmes and educational activities were the main objectives of the study. The study revealed that most of the tribal community were in the age group of 20-35 years and were married. Their main occupation was agriculture. Most of them had very little education.

Lakra (1976) conducted a study on the impact of education on the Tribals of Rachidistrict. The study revealed the changes that have occurred due to the education in the tribal population, especially in their socio-economic and political spheres. The progress of education of these tribals before and after independence and its impact on their social, cultural, political and economic progress was studied.

Shah and Patel (1977) studied the impact of education from a structural point of view. In order to assess the impact of college education on tribal social structure on the strength of empirical data, they argued that the benefits of education such as postmatric scholarships and residential facilities were enjoyed by the upper strata of the scheduled tribes. Study revealed that the benefits of higher education had favored the higher segments of the tribal group.

Sharma (1977) investigated the activities of tribal education, type of school building, type of school equipments, the role of teachers in shaping the attitudes of students and other allied factors. He considered education as one of the significant elements in harnessing the process of change to the advantage of the local community.

Pandey (1979) conducted a study on the education and social mobility among scheduled tribes with the objectives of analysing the influence of education on social mobility among the schedule Tribes. Socio-economic status among the scheduled tribes was closely related to each other. Among the educated, there was strong reluctance to the traditional social conditions and occupational structure. The emergence of elites among scheduled tribes, in government jobs and power, was another adaptive change.

Phande and Shukla (1980) studied about the drop out among scheduled tribe college students in Vyasa Arts and Science College in Gujarat University. The major findings were: the percentage of drop outs among scheduled tribe students was 53.48% of which 59.23%

belong to tribal male and 60.46% females. The rate of drop outs among the non-tribal students both male and female in the arts and the commerce faculties were lower than those among tribal students.

Sachadeva (1980) conducted a study on Spatial Analysis of the socio-economic structure of Tribal communities in Maharashtra addressed itself to the influence of social and demographic variables like urbanization, literacy and population size on participation rate and pattern of economic participation in different industrial categories. The study results showed that it is poverty that compels both tribal male and female to work for a livelihood throughout the year.

Joshi (1980) conducted a study to assess and to analyze the educational problems of students belonging to the Scheduled Caste and Scheduled Tribes of Baroda district in the context of sociological, Psychological, Pedagogic and economic factors. In spite of their poor sociological background the students did not have a high level of feeling of rejection.

Pandey (1981)identified the following factors which led to low academic achievement on the part of scheduled tribe students. The factors were: The tribal students were not able to avail properly of educational opportunities provided by the formal educational set up due to their socio-cultural backwardness and the gap between school environment and family background. Their poor economic condition forced them to do manual labour.

Jadhav (1983) conducted a study of educational development of tribals of Nazi district. He studied the historical background of tribals, their social, cultural, religious, background and their economic conditions and backwardness and a description of their educational progress. The major findings were: education in tribal areas had immensely expanded during the period 1970-80. Primary schools were opened in Villages. The syllabi of schools needed to be oriented towards the needs of the tribals. The tribals had their own dialect.

As such, the elementary education needed to be imparted in tribal languages, the state language being gradually introduced. And most of the problems of tribals were economic. They got reflected in education.

Nambissan (1983) studied about the educational and occupational mobility among the Bhils of Rajasthan. The objective of the study was to understand the nature and magnitude inequality of educational opportunities between tribal and non-tribals (Bhils and Brahmins). The major findings of the study were: the tribal households were educationally backward as compared to Brahmin households. The ability of household to send one or more children to school appeared to vary with the size of the household. The economic status of the house hold appeared to be crucial factor behind inequalities of educational opportunity.

Lakshminarayan (1983) examined the impact of adult education among the Tribals of Andhra Pradesh and found that the response of tribal participants was satisfactory in reading ability, arithmetical ability and writing ability.

Pande (1983) conducted an empirical study on education of Tribals in Orissa to understand the usefulness of education in tribal life and to find out the nature of impediments and hurdles for all educational programmes meant for tribal people. Some of the major findings were: Majority of teachers felt that the syllabus was not suitable to the daily use of tribal children. Teachers participating in workshops, seminars etc were very poor. There was no regular inspection and supervision of school teaching for schools managed by Tribal welfare Department, which created a lot of hindrance in the smooth management. Both teachers and students were of the opinion that the amount of stipend was very low and should be enhanced keeping in view the present condition of the society.

Joshi (1983) conducted a study on socio-cultural and educational conditions of the hill tribes of Kerala. In addition to the socio economic conditions of the Adivasis, the study has also covered their literacy and educational status.

Sharma (1984) conducted a study aimed at investigating the effect of different incentives like text books, uniforms, and boarding facilities on enrolment of scheduled caste and scheduled tribe students. The study revealed that as a result of incentives the increase in enrolment between 1973-74 and 1982-83 among the boys of 6-14 age group of primary school level was from 60% to 95% (all the groups) and from 49.2% to 92.7% among the scheduled tribes.

Choudhury (1985) in his study aimed at finding out the effect of education on the scheduled tribes belonging to different economic settings. The major findings were: the spread of education among scheduled tribe communities were uniform at the tea gardens somewhat uneven among the indigenous scheduled tribes. The educated of all the categories did not favour the joint family system and involvement in common endeavors but considered education as a means to social improvement.

Gupta (1985) conducted a study aimed at surveying the conditions of Adivasi students and to investigate the role of some important factors which influenced their adjustment and attitudes.The major findings of the study were: certain socio-cultural and personal factors influenced the adjustment of the Adivasi students to a great extent. The overall situation posed by the Adivasi students was far from satisfactory; their problems of adjustment to differents pheres of the personal, financial, social and academic depend on various factors, such as social class accommodation, personality traits, distance from their native place, level of education and financial incentives.

C. P. Sreekantan Nair (1985) investigated the socio-economic, educational, cultural and intellectual aspects of the tribal children of different tribes of Kerala, with special reference to Wayanad area in all aspects including education. The major findings were: Special attentions should be given for the education of tribal girls and teachers should treat the problems of tribal pupils with empathy.

Malhotra (1986) made a study aimed at finding out the educational problems among the different tribal groups, particularly Nicobarease in details. He has given a short account of six tribal groups of these islands, a historical and developmental study particularly with regard to Onge, the great Andamanese and Nicobarese. He has dealt with the suitability of the curricula and opined that modern education is not only superfluous but it discharges any initiative and creativity on the part of the tribal children.

Lekheba (1986) made a study to identify the structural variables which impede the spread of formal education among scheduled tribes and also studies the educational problems of tribal children. A sample of 404 tribal pupils was drawn through stratified random sampling techniques from junior high schools and secondary schools. He found that tribal girls faced more difficulties than boys in doing their home work but were found to be more adjusted with

Teacher's as compared to their male counterparts. The low achievement of tribal pupils was attributed to factors like educational backwardness, unfavorable attitude of parents towards education and lack of motivation.

Kumari (1986) conducted a descriptive study on the social attitudes of the problems of scheduled castes and Scheduled Tribes girls in Secondary Schools in Karnataka. The study recommended for effective and suitable guidance to migrate the problems of students in Scheduled category. Efforts should also be made to implement the remedial measures to develop favorable attitude to certain social issues.

Aswathy (1987) conducted a study on the relationship between education of scheduled tribes and their socio-economic mobility selected the sample from Munda, Oraon and Khalia tribes of Ranchi and sumla districts of Bihar. She found that socio-economic mobility in scheduled tribes increases with the spread of education.

Purandase (1987) studied the progress and problems of Ashram schools of Thana district. The objectives of the study were: to study the availability of educational facilities for scheduled tribe pupils, to study the availability of grants in government and non-government ashram schools, to study the educational, financial, administrational and social problems of Ashram schools and to study the programmes of Ashram schools. The findings of the study were: state and central government provide financial assistance to the schools. High schools and hostel facilities were available for scheduled tribe pupils and they were provided books, school uniforms and meals along with allowance for boarding and loading in the hostel.

Shyamilal (1987) made a systematic and authentic study of two tribal blocks on Banswara district of Rajasthan. The main purpose of the study was examining education facilities available in the district and extension of formal education among the socially disadvantaged groups. For the collection of data field work and survey techniques were used. The major findings of the study were: socio-economic variables have their impact on the educability of children.

Hemlata (1988) conducted a study on 'Tribals and Education-A Quest for Integration in the Mainstream'. The study aimed at analysing the role of modern education in integrating tribals with the main stream and also attempted to identify the regional level area in which integration of various tribal groups in Rajasthan is required. The study suggested that there was a need to suggest an alternative model for tribal education, which should on the one hand

help the tribals to preserve their ethnicity, and on the other, speed up their integration with the regional society.

Beena (1989) studied the educational problems of tribal pupils and also their educational aspirations and achievement motivation. A sample of 221 tribal pupils and 116 non-tribal pupils of classes VI- XII in Chembili district, was selected for the purpose of the study. She found that senior basic level tribal pupils of general schools had more adjustment problems with their teachers as compared to their tribal counterparts. The rate of wastage and stagnation was significantly higher in the tribal group. The facilities in the special tribal schools were also better than those in general schools.

Bhatnagar (1989) conducted a study of Home Background and Selected Psychological, Vocational Planning Variable of Tribal High School students in and around Shillong. It was the only study available in the area of educational and career guidance for tribal population. The sample comprised 338, class XI tribal and non-tribal pupils, both boys and girls from rural and urban areas. The study did not indicate much difference between tribal and non-tribal students in Meghalaya in terms of background vocational planning characteristics. But on general mental ability, socio-economic status and academic achievements, tribal pupils were slightly inferior to their non-tribal counterparts. As compared to non-tribal girls and boys, tribal boys and tribal girls were found to be more independent in their job values. The fundamental reason lay in the nature of their society being a matriarchal society. The parents and siblings of such children play a significant role in their educational and vocational planning.

Gaur (1989) made a survey of special facilities given by the government for educational uplift of tribal population, and it investigated the attitude of teachers and guardians towards this endeavor. The analysis of information showed that the special facilities provided by government

do influence the educational development of tribal children. The teachers covered by the study felt that vacations if declared to coincide with harvesting season, will bring down the absenteeism in the schools. They also advocated training in self-employment for all tribal pupils and medical facilities for ailing tribal pupils.

Ramana (1989) conducted a case study of Ashram schools on the problems of education among tribal communities of Andhra Pradesh, drew a sample of 18 students from six tribal Ashram schools together with their parents and 31 teachers. The study revealed that the infrastructure of Ashram schools was poor, teaching-learning process not satisfactory, and stagnation and wastage were high.

Srivastava (1990) conducted an independent study of the pre-metric scholarship scheme meant for scheduled castes and scheduled tribes students. The result showed interstate variations. The common findings were that not only was the amount of the scholarship inadequate, it was not even disbursed in time. It was also found that the money received by the pupils was spent for purposes other than educational.

Another study by gaur (1990) revealed the difference between the facilities available and facilities utilized by tribal pupils of various sub-communities of the tribes in Rajasthan, between 1984 and 1987. The study was conducted on a sample of 400 scheduled tribes pupils of class VI who belonged to the Mina, Bhil, Grassia, Damor tribes. The researcher noticed that the enrolment in the initial classes was high but was low in the subsequent classes. An important findings of the study was the existence of hardly any relationship between the school curriculum and the traditional occupation and culture of the tribal population.

Kamble (1990) conducted a study on the effect of facilities given by the government to the backward classes pupils in primary schools in DevgadTaluka of Maharashtra. He conducted his study in headmasters and teachers of 25% primary schools in DevgadTaluka. Questionnaire

and Rating scale were used to collect data. He found that the facilities provided to students of the backward classes improved their attendance and pass percentage and reduced the drop-out rate.

Ekk (1990) conducted a descriptive study on the development of tribal education in Orissa after independence. The study concentrated on issues related to educational facilities, enrolment and literacy, effectiveness of various welfare schemes and the overall educational development of tribals in Orissa. The study indicated heavy drop out (73.48%) at the primary school stage and 84.10% dropout rate at the upper primary school stages; besides poor retention (12.44%) at the primary school stages; and at the upper primary (15.89%) and low literacy (13.50%). The researcher attributes the low level of education of tribals to their inability to derive benefit from various welfare measures planned for improving their education.

Praphat (1990) conducted a descriptive study on the educational and vocational interest patterns of tribal pupils and their relationship with intelligence, socio-economic status and educational achievement. The researcher noticed that high and low achievers did not differ significantly with regard to their educational interest patterns and also showed high scientific vocational interest. The study suggested that more courses including vocational courses should be started in schools situated in tribal areas, so that students could opt for subjects according to their interest. Vocational guidance Bureau may also be opened in tribal areas to find out the interests of students so that they could be guided accordingly.

Prabin Kumar (1991) conducted a study of cognitive functioning, effective adjustment and academic achievement of scheduled tribe children attending special Ashram schools and integrated upper primary schools in Orissa. The study revealed that the tribal children in integrated schools showed a more fieldindependent cognitive style than the tribal

children in tribal schools. No significant difference in terms of academic achievement was found among these groups. Various factors like occupation, income, education of family, housing facilities and reading time available were found to be positively related to conservation, cognitive style and academic achievement.

A comparison of traditional and modern system of tribal higher education was made by N. Prasad (1991) who found that the tribal men desire an education enabling them to fit in to the modern world. Most of the students are dropping their education because of lack of suitability of present education with the tribal culture. The author suggested that the tribe's men should concentrate more on skilled occupations. Another important suggestion was for the setting up of special schools for them where adequate attention for them is ensured.

Bairathi (1991) has examined the role of education for tribal upliftmentand found the condition of school particularly in the interior parts of tribal settlements to be worse. These are not well managed and there is shortage of teachers in most of the schools. Primary level schools are managed by a single teacher. A teacher has to take care of not only the management of school, but also to teach many classes simultaneously in one big room. In such a condition standard of education cannot be maintained. Shortage of teachers, lack of basic amenities as sitting arrangements, drinking water facilities, and very far distance from home to school lead them to lose the interest in education and this force them to drop their study. He made the suggestion for improving the infrastructure facilities to improve the conditions of education and to remove drop-out rate.

Santra (1991) conducted a study on self-perception, parental aspiration, ability and school achievement of Santalelementary school children studying in class Ito V. Children studying in the lower classes differ significantly from their counterparts in the higher classes in respect

of self-concept, achievement, orientation and intelligence; but the parental life and aspiration were not found to be closely related to these psychological attributes though the self-concept of children was found to be significantly and positively correlated with their achievement orientation.

D.Achyut (1991) made a study on innovative education in remote Tribal blocks: A search for contents and methodsit was an innovation which has been carried out though Agragrame in Orissa. It is an experiment in the development of education attempting a pattern of education in the tribal regions of Orissa with community ownership and participation. In these areas tribal children do not have any access to education and the literacy rate remains abnormally low. The study suggests that community involvement, inculcation of skills, Co-curricular activities, local teachers, teachertraining programmes conducted on a regular basis and an effective supervision are helpful in promoting tribal education.

Biswal (1991) studied the needs and problems of tribal community. The study was an attempt to get information on the indigenous educational training practices available in the tribal community with respect to their nature, scope, objective and usefulness and also the effectiveness of the developmental programmes undertaken for tribal community. The study identified various problem areas and suggested that educational development of the community needs to be emphasized, so that their socio-economic condition, culture, agriculture, health and life in general are enriched.

Bisolia (1991) conducted a study on the need based ecologically determined and Change oriented system of education for a group of tribals-the Gaddis of Himachal Pradesh. The study was carried out in the Clambo and Congra districts of Himachal Pradesh. The study revealed that their culture was undergoing radical transformation under

the impact of the dominant culture and media and speed of change is rather fast.

Mandal's (1991) study examined the impact of some psychological determinants of educational achievement of tribal pupils in West Bengal. The purpose of the study was to develop a standardized scale for measuring the academic motivation of tribal pupils belonging to high and low income groups of tribal people. The sample consisted of 570 tribal pupils of both sexes distributed over 12 schools of 3 districts in West Bengal.

Sharma (1991) made a study on educational life style of tribal students. The study revealed that the socio-economic conditions acted as a barrier in the education of tribal pupils and those educational schemes for these pupils may be such as to provide them immediate jobs. Job opportunities may be extended to private sector and governmental undertaking organization. Efforts may be made to preserve their culture as such.

Sachidananda (1992) in his article Modernization, Development and Predicament of Tribal Communities pointed out that after the attainment of independence, different development schemes experienced on the tribes of India, suffered from a hangover of colonial past. In spite of the implementations of the developmental programmes the tribals have not uniformly benefited. In certain cases the developmental programmes have badly affected their lifestyle. So he recommended a restructuring of development schemes in the coming decades.

Malhotra (1992) studied the impact of modern education on the social, cultural, economic, political and religious life of the community, including its family structure and organization. The sample was drawn from 15 villages of Car Nicobar Island; which evaluated both tribal and non-tribal teachers. The data collected through the questionnaire, interview, observation schedule and case studies showed that spread of education has brought about changes in the traditional occupations in

the cultural life; in Naoburse language and in their economy and political consciousness and has also made them more receptive to new ideas.

Manju (1992) conducted a study on the academic achievement of the tribal and non-tribal students of Ranchi city. It was aimed at exploring the relationship between secondary school curriculum and the students. A sample of 400 respondents was drawn through the stratified random sampling method from 12 senior schools of Ranchi. The tribal group consisted of 100 boys and 100 girls and the non-tribal group also had the same composition. When compared, the two groups showed extra-cultural and inter-culture variations in their scholastic achievement. An important finding of the study was that the operating factors behind the scholastic attainment were both cultural and school environment factors which were mutually exclusive.

The National Council of educational Research and Training (NCERT) made substantial contribution to the area of tribal education. A seminar on tribal education in India (1993) organized by the National council of educational research and training discussed the various aspects of tribal education like the facilities available, coverage, wastage and stagnation, utilization of financial assistance, basic problem of tribal education, socio-economic problems, curriculum, methods and text books and the relative roles of Government and voluntary agencies in the education of tribal people. The seminar altogether has suggested a new revised curriculum for tribal education. Familiarity in tribal language by the teachers also is essential for the improvement in tribal educational attainment, as the discussions opined.

The evaluation committee on the welfare of scheduled tribes and other backward communities in their report (1993) reviewed the different stages of tribal education in Kerala. Many suggestions were put forward regarding pre-primary education, primary education, higher education welfare of tribal students, improvement of tribal schools, compulsory

primary education, education concession, methods to identify the drop-outs, encouragements to the drop-outs to continue in their study etc.

Singh and Ohri (1993) opined in their study that the educational status of tribal should be improved. The study suggested that as a result of modernization, education and social change among tribal have improved better. Further improvement can be made on the basis of data related education available from various sources, identifying tribal groups for initiating innovative educational programmes at the micro-level, conducting state-wise and district-wise surveys of causes of non-enrolment of girl child in tribal communities in order to achieve the goal of universalization of elementary education, studying the problems of drop-outs, wastage and stagnation among tribal girls in school and examining their occupational mobility. The role of mass media also needs to be assessed in the educational development of tribal.

N. Mathur (1994) studied the problems of tribal education 'Past-Present-Future'. The study encompasses secondary education of the tribal pupils in Udaipur district. He studied the educational problems of tribal pupils, teachers and social workers and also attitudes of parents, teachers and social workers towards education. The study had been done in depth, and has come out with some useful practical, suggestions which can pave way for future course of action to be taken in this direction.

Bapat (1994) studied about tribal education and a well-planned system of education for tribals was suggested by to remove the ignorance prevalent among tribals. After analysing the reasons for the slow progress in tribal education and to remove increased drop-out among tribal children, the author suggested the type of education for the tribal children and adults. The educational system for them should be based on the current cultural history of the tribals. At the end a few suggestions are put forward for the improvement of tribal education by the author by

focusing mainly on tribal culture. Authorities should focus mainly on their culture.

Sujatha (1994) conducted a critical analysis of the economic development programmes and their effect on tribal households' especially on education and found that agriculture, horticulture and sheep rearing schemes have had negative effect on education. The same author has conducted another study on the effectiveness of the different aspects of planning on the management of tribal education of Integrated Tribal Development Project level. The study suggested that micro level planning with flexibility is required for the inputs and quality of tribal education.

Ambastet. al. (1995) conducted a study on the effect of household, community in school factors on the enrolment, retention and achievement of scheduled tribe children at the primary level. They studied that effect of the cluster of household and school factors on the achievement of scheduled tribe children. They also tried to study the interstate difference in terms of their impact on achievement of tribal children. The study suggests that suitably designed research is needed to understand the effect of home background factors such as parental attitude, their education, their language spoken at home and economic conditions of the family on the scheduled tribe children's development.

Tapse (1995) enumerating the difficulties likely to be experienced in the field of higher education among the tribal students recommended the remedial measures by which these difficulties should be overcome. He pleaded that tribal education must conserve and develop the aboriginal culture and religion.

Mehta and Jaswal (1996) suggested that the policy of protective discrimination was a means to political balance among the communities as well as of amelioration of conditions of scheduled castes and scheduled tribes. It is a temporary measure for the purpose of mitigating

inequalities and redressing the wrong done to them in the past. The study revealed that the Government of Himachal Pradesh has achieved a significant measure of success in implementing the significant and related welfare measures.

Srivastava (1996) argued that, the percentage of literacy among the tribal communities increased, when they attained sufficiently high levels of educational development and they properly understood their rights and privileges, the integration would automatically be achieved if proper arrangements for tribal development are taken.

Thulaseedharan (1996) enquired in to the extent and use of welfare measure available to scheduled cast and scheduled tribes students and their influence on their education attainments and level of inspiration. The objectives of the study were: to survey the various welfare measures available to scheduled caste and scheduled tribe students at the post matric level and to examine the extent of utilization of the schemes. The major findings of the study were: around 30 major welfare schemes are found to be available to scheduled caste and scheduled tribe students, most of the scheduled caste and scheduled tribe pupils have a favorable attitude towards the various welfare measures and professors and principals hold, different opinions about the provisions of welfare measures, their utilization and about the performance of the scheduled caste and scheduled tribe pupils in both academic and non-academic fields and in the case of their discipline.

M. K.Mistra (1996) conducted a study on the scheduled tribe Chiidren of Orissa, under the District Primary Education Programme, regarding student and teacher related problems etc. The study revealed that only 12% to 30% tribal children attended sc iools. The reasons for the mass non-attendance are helping parents at home, teacher's punishment, uncomfortable school environment and lack of positive environment or inspiration.

U.N.Dixit (1996) conducted a study on the education of tribals in Rajasthan. It was an empirical study and so portrays a correct picture of the field and tells a story so far unfolded. The study brings in to light the pains and pangs of tribal life, the saga of people who have made sincere effort to bring security to them, and also points out the ailing points in the educational system. It suggests pragmatic approach for solving unsolved riddle of so far unattained educational targets. The study concluded that the most important need for the tribals was to provide them useful education, which could engender confidence in them and kindle aspiration for bright future through education.

Jose (1997) conducted a study on the Education of Scheduled Tribes in the Nilgiries District of Tamil Nadu. The following were the facts revealed by the study though there were considerable improvement every year in the district with regard to the number of schools, teachers and other facilities, the progress of tribal education was low, their present rate of enrolment at the secondary and higher secondary level were not satisfactory.

Krishnan (1998) made a study on the awareness and utilization of Educational Development schemes by Tribals of Wayanad. Krishnan has concluded that Kerala is one of the state in India, which had introduced several tribal education programmes right from the conception of development plans.

B.S.Nagi (2000) made a study on educating tribals in India-A study of Ashram schools. The study was called out in eight states having largest concentration of tribal population. The study showed that about 64% of Ashram schools were housed in pucca buildings. About 40% of Ashram schools did not have toilent facilities. About 82% Ashram school do not have medical facilities. It was heartening to find that there was an upward trend in the number of admission of tribal pupils in the Ashram schools.

AtasiMonhanty (2001) studied about the performance characteristics of a difference between tribal and non-tribal subculture groups on reading, linguistic and class room achievement. The sample comprised of 250 Oriya medium primary school children from the state of Orissa studying in standard 2,4 and 6. The findings revealed that non-tribal pupils performed better than their tribal counter parts in reading comprehension but the tribals did better on linguistic tasks. The difference in the performance was attributed to difference in the home environment and exposure to various opportunities for both the groups.

Vinoba G. (2003) focused his study on education of tribal children in India and the issue of medium of instruction through a joint programme "Janshala" for the universalization of primary education among educationally underserved communities. Records collected in schools in the Janshala Programme areas indicated continuing high "dropout" rates among tribal children. A major reason for this was that in most states the medium of instruction was regional language. Most tribal children do not understand the textbooks, which were generally in the regional language.

Jayaswalet. al. (2003) examined the role of parental support on academic achievement of tribal school students. The study selected a sample of 10 schools of Ranchi town. A total of 300 children were randomly chosen from class I, classes VI and class XI. The parents of 30 high achievers and 30 low achievers were selected as the parental sample. The tools used in the study were personal data questionnaire, academic achievement test and parental support scale. The study found that the parents of high achievers exerted significantly more support in their children's studies than the parents of low achievers students.

Vijayalakshmi (2003) conducted a study to identify the problems of tribal students in secondary schools. The sample consisted of 240 students from VIII, IX and X classes who were selected from Andhra

Pradesh Tribal Welfare Residential Schools, Ashram Schools and ZillaParishad High Schools at random. The findings of the study revealed that the tribal students had more problems with regard to their parents and family followed by personal, infrastructural and facilities, academic and teachers related. The individual problems faced by students were low social status of the parents, illiteracy of parents, cultural backwardness of the family, low educational levels of the siblings and nomadic life of parents. The other problems faced by them were lack of academic help from the teachers, non-availability of teachers, insect bites in the school premises, inconvenient school timings and absence of teachers in the school.

Vinoba G. (2004) also found in his article that the appointment of non-tribal teachers in tribal children's schools was another problem, the teachers did not know the language the children speak and children could not understand the teacher's language. The issue of language was being debated in the context of tribal education.

L. K. Sahoo (2011), in his paper entitled Socio-Economic Profile of Tribal Populations in Mayurbhanj and Keonjhar Districts finds that the districts are known for their rich tribal cultural heritage, mining and mineral resources. Due to development interventions in the form of mining activities, he observes certain changes in the life and livelihood of the Santals and the Bhuiyans in few pockets. These changes are observed in the literacy status, educational achievements and their employment status.

G. S. Rani et. al. (2011) remarks in An Analysis of Tribal Women's Education in India that education system should make an individual better suited to the needs of the ever changing dynamic world. The changes in the educational system should also reduce the social gaps by enabling proper recognition to whatever extent one is able to pursue or acquire a skill. The tribal community all over India has been subjected

to various forms of deprivation such as alienation from land and other resources. Especially the tribal women though they are away from the main stream of national life, but they are not kept away from the impact of socio – economic changes effecting the society in general.

V. Rajam et.al. (2011) studied in 'A Study on Educational status of tribal children in the Nilgris district' and observe that the literacy and human development are keys to any quantitative social change and those two factors influence demographic behaviour. The study was based on the primary data that was collected with the help of well-structured and pre-tested interview schedule, administered to 600 respondents in the Nilgris in two blocks. A purposive random sampling method was adopted in data collection. From the findings of the study, that the given opportunities were not utilized fully; sometimes they were opposed by their own caste people, which resulted in conflicts, problems and tensions. The study suggested that, Massive community programme could be taken with a view to change the aspiration levels of the disadvantaged children.

P. Veerbhadranaikaet. al. (2012) conducted the study 'The Education Question' from the Perspective of Adivasis: Conditions, Policies and Structures and the report has been submitted to UNICEF, New Delhi by the National Institute of Advanced Studies (NIAS), Bangaluru. It is based on a review project undertaken as part of the Education Portfolio of the institute. Drawing on secondary data, insights and ideas from an all-India consultation meet at NIAS, four regional / zonal consultations, data from a project in Chamarajanagar district (Karnataka), and select reviews of educational programmes, this report presents a broad perspective of Adivasi education in India.

R. R. Puhan (2013) examined on Educational Participation of Scheduled Tribal Women in Rayagada District: Analysis of the Barriers and Ongoing Measures by Government and investigate the actual

condition of tribal women education in the district and different obstacles on the path of women education as well as also tried to explore measures taken by government to improve the presentsituation and family attitudes towards their girls' education in tribal areas of Rayagada district. The findings of the study disclosed that in some cases the family's positive perception towards education they are mostly high classes family, also found negative perception of most of the families due to lack of proper school environment, need-based curriculum, women teacherand financial problem. However, at the same time severe scarcity of human resource and physical infrastructure for girls' education were highlighted in theareas that are the fault of govt. The paper recommended several empirical steps to overcome these problems including provision of new school locations and ensuring the availability of school buildings, supporting infrastructure and different fellowship, scholarship for poor students also proposed in the study.

Haseena V. A. & A. P. Mohammed (2014) studies on Scope of education and dropout among tribal students in Kerala-A study on ST in Attappady and their objectives were to examine the educational facilities available to the tribal students in higher education in Kerala, to study the constraints in tribal education, to find out the causes of drop-out among Tribal students in Kerala, to document the policies and programmes initiated by the Government to improve the educational attainments of Tribal students.

K. K. Sahu (2014) works on the topic Challenging Issues of Tribal Education in India. In this paper she analyses the status of tribal education with literacy rate, gross enrolment ratio, dropout rates and Gender Parity Index in India. The analysis is based on secondary data of Census of India, 2011. The percentage of literacy of tribes was only 8.54 per cent in 1961 which has increased to 63.1 per cent in 2011. The gross enrolment ratio is higher in class I to V which is 137.2 for ST boys and 136.7 for

ST girls. The Gender Parity Index for ST children is almost same as all categories of children except for class XI to XII.

S. T. Kanti (2015) studied the paper entitled Holistic Tribal Education: A Case Study of Kalinga Institute of Social Sciences in Odisha. This analyses the role, pattern and impact of Kalinga Institute of Social Sciences (KISS) in imparting elementary, secondary, higher and professional education free of cost. The aspects of vocational training, professional education, multi-lingual education, language barrier and culture components are also dealt with while analyzing the model of education the organization provides. The paper also delves into the innovation in education for imparting holistic education to the tribal children and youth.

A. K. Behera (2015) suggest some suggestions in Primary Education among Tribal People of Mayurbhanj District of Odisha: An Evaluative Study are: Literacy campaign, Attitude of the tribal parents, Relevant study materials in local languages, School Curriculum, Appointment of Local teachers and female teachers, Stipends and various scholarships, Residential schools etc.

2.3 Regional Scenario :

The general literature on status of Tribal education in north-eastern region itself is scant, not tospeak of the research literature on tribal education. However, thereare a few attempts made by individuals to study the tribal education in this region from different perspectives is stated below.

K. G. Bhattacharyya (2005) suggests in 'Quality Issues of Higher Education in the North Eastern Region of India' that in view of the large diversity in socio-economic, cultural and political situations in north-east India, it is difficult to meet the highly varied educational requirements of the ever increasing number of youths through any one system of course structure.

D. Goswami (2014) said in 'School Education and Literacy in North-East India: An Overview' that, although this region has considerably developed in the access to basic education, but the total eradication of illiteracy and providing basic education for all still remains an elusive goal.

2.4 North-Eastern State Specific Scenario :

Education is the key to tribal development. Tribal children have very low levels of participation. Though the development of the tribes is taking place in India, but the pace of development has been rather slow. If govt. will not take some drastic steps for the development of tribal education, the status of education among tribes will be a story of distress, despair and death. Hence time has come to think it seriously about tribal education and inclusive growth. So, there is an urgent need for various govt. interventions, planners and policy makers to address this problem and allocate more funds in the central and state budgets for tribal education. Easy access and more opportunities should be provided to the tribal children in order to bring them to the mainstream of economic development.

But in case of north-east states, review of related literature in this area is meagre. Those available are stated below.

Arunachal Pradesh :

Chand (1985) conducted an important study on self-perception, socio-economic status, vocational and educational aspirations and academic achievements of various Naga-tribal pupil-Angami, Ao and Sema tribes. The major finding showed that: socio economic status did not influence the vocational choice of Angami pupils. While the educational aspirations of Ao pupils were found to be significantly different from those of Sema pupils, they were found similar to those of angami pupils. The educational aspirations of boys belonging to Angani, A and Sema Tribes differ significantly from those of girls of

respective tribes. Boys belonging to these three tribes found to have similar educational aspirations and the educational aspirations of Ao tribes belonging to the high socio-economic status group were found to be significantly different from those pupils at middle and low socio-economic status group.

P. K. Acharya et al. (2014) comments in their paper 'Accessibilities, Interventions and Implementation at Elementary School Education of Arunachal Pradesh: a Trend Analysis' that the state's topography and geographical position make it complicated to flourish school education in every corner of the state which is one of the main challenges that the state Government is facing now.

Assam :

Dubey (1974) analyzed the Socio-economic background of the schedule caste and scheduled tribe college students of Assam and saw how their education affected their aspiration and performance, their feelings and opinion about their status, their way of life andtheir participation in other activities. The important findings were: The majority of teachers opined that the scheduled caste and scheduled tribe students had poor intelligence. They also maintained that the facilities of reservation for them were justified.

Rehman (1989) made a study on some aspects of the primary and secondary education of the Mishing Tribe of Assam. The study addressed itself to issues of enrolment and drop out and relationship between the appointment of teachers and teacher student ratio. A sample of 500 families was selected from nine villages randomly and the head of each family was interviewed. The study revealed that poverty, lack of infrastructure and literacy among parents are the main causes of low enrolment among the tribal children. Many pupils from the tribal community dropped out between the primary and secondary levels and between secondary and college levels.

The study of Kakoty (1993) was on the Educational Development of Bodo tribe during post independence period with particular reference to Northern region of Assam. The objectives of the study were: to assess the existing pattern of education and the educational facilities available to the Bodo Kacharias and to examine the different educational attainment of the Bodokacharias. The major findings were that: the indifferent attitude of parents towards the education of Bodo girls was another setback in the field of education of the tribes, the favorable geographic conditions, educational levels and social status etc. affected the educability of children and the prevailing school system in Assam did not satisfy the needs of Bodokachari children. The incidence of drop out or wastage and absenteeism was found to be on a large scale among students. It was observed that the Bodo Kachari parents and their children were not motivated and had low educational aspirations. Most of the pupils liked to continue their study somehow up to the matriculation level only.

Manipur:

Thokchom, et.al (2013) in their study pointed out that education brings about awareness to the women related to their social status; injustice and differentiation deliver out to them. Women in Manipur despite their major contributions in the socio-economic and political life of the state, they are not given their due position in society.

M. N. Singha (2014) comments on his paper 'Status of Education in North East India with special reference to Manipur' that the status of education in Manipur has been growing at a faster rate than the national level, but in case of Tribal students enrollment in primary and middle/ upper primary stage girls are lesser than the boys.

Meghalaya:

C. Nongbri (2010) found in his paper 'Higher and Technical Education in Meghalaya: An overview' that the vision of the Directorate

to improve the quality of higher education for the tribal's in the state and encourage private participation in the field of education as the Government may not have adequate fund to meet the need of opening new institutions due to fund constraint.

N. S. C. Momin (2014) analyzes the status of secondary education, quality components of RastriyaMadhyamikShikshaAbhiyan etc. of the tribal students in the paper 'Probing through the Secondary school education of Meghalaya'.

Mizoram:

B.B. Mishra (2012) explained in his paper 'Education in Mizoram: Retrospect and Prospect' that the overview of education in the state of Mizoram in retrospect and prospect reveal that due to concerted efforts the same is marching ahead in the field of Tribal education.

D. Pal and N. B. Biswas (2014) write in their paper 'Education in Mizoram: A Brief Analysis' that the spread of education in Mizoram was adversely affected by the migratory habits of the Lushais and other communities. Besides, lack of job opportunities, isolated and land locked geographical location and a curriculum without much use in livelihood leading to low motivation also contributed to the difficulties in achieving better standard in education.

Nagaland:

M.Sedwal and S.Kamat (2008) analyze in their research Monograph regarding 'Education and Social Equity:With a Special Focus on Scheduled Castesand Scheduled Tribes in ElementaryEducation in Nagaland'.

U. B. Sinha (2014) wrote in her topic 'status of Education in Nagaland from the past to the present' that the education in Nagaland has gone through unimaginable changes in the last hundred and fifty years: there have been continuous alteration of milestones and targets, and these

changes have given the status of Tribal education a uniqueness which is exemplary.

Sikkim :

D. P. Chhetri (2013) analyze in his paper 'Tribal Education and Development Policies in the Himalayan state of Sikkim' that the status of tribal community in the state of Sikkim is somewhat different from their counterpart in other part of the country. In Sikkim, the tribal people are very affluent and highly educated.

Y. Bhutia (2014) comments in the paper 'Status of Education in Sikkim: A Birds View' that the school education in the state has developed gradually and the statistics shows that there is huge growth in the number of schools. Also the quantitative growth of education in the state is impressive yet the qualitative growth should also take place simultaneously so that quality education could be provided to the children who attend schools.

Tripura :

The author himself (2011) studied the 'Dropout Rate of Tribal Students in Tripura: A Study of Trend'. The study deals with the trend analysis of a real life dropout rate data. The data of schedule tribe students in primary stages at Tripura has undoubtedly come down but is still high enough for us to sit up and take notice. Since dropping out is a worldwide phenomenon, the issue has been the subject of intense analysis and factors influencing such an outcome have been widely discussed.

Chanda and Sailo (2012) identify in their paper entitled 'Tribal Education and its Problems-A Sociological insight' that the role played by family and society towards child education is most important. They assess the awareness of the students and parents on educational incentives provided by the Government and explain the relation between economic condition and educational achievement.

Chapter III
Glimpse of North-Eastern Region

3.1 Introduction :

The North Eastern Region of India is a 'rainbow country ...extraordinarily diverse and colourful, mysterious when seen through parted clouds'. It stretches from the foothills of the Himalayas in the eastern range and is surrounded by Bangladesh, Bhutan, China, Nepal and Myanmar. It includes the eight sisters Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and lastly includes a small but beautiful cousin in the Himalayan fringes, namely, Sikkim. Richly endowed with natural resources, the region is identified as one of the world's biodiversity hotspots; it hosts species-rich tropical rain forests, rich in natural resources, covered with dense forests, has the highest rainfall in the country, with large and small river systems nesting the land and is a treasure house of flora and fauna. Marked by diversity in customs, cultures, traditions, languages etc., it is home to multifarious social, ethnic and linguistic groups.

The forest cover in the region constitutes approximately 52% of its total geographical area. Thus, a large part of the area of the region is used to providing global public goods, which limits the availability of arable land and enhances the cost of delivering public services to the sparse population. Similarly, reserves of petroleum and natural gas in the region constitute a fifth of the country's total potential. The region is covered by the mighty Brahmaputra-Barak river systems and their tributaries, but water has been a source of misery rather than a resource. Erosion of river banks caused by floods has been an annual feature involving enormous loss of life, property and livelihood. Geographically, apart from the Brahmaputra, Barak, Imphal valleys and some flat lands in between the hills of Meghalaya and Tripura, the remaining two-thirds of the area is hilly terrain.

The lushness of its landscape, the range of communities and geographical and ecological diversity makes the north-east quite different from other parts of the subcontinent. Its jungles are dense, its rivers powerful, rain and thunderstorms sweep across the hills, valleys and plains during the annual monsoons. Each state is a travellers' paradise, with picturesque hills and green meadows. In addition, the states provide scope for angling, boating, rafting, trekking and hiking. Besides, there are a number of wild life sanctuaries and national parks where are animals, birds and plants which will surely provide fascinating insight to the visitors.

The North East region is a miniature Asia, where brown and yellow races meet and mingle, and where communities and oral histories span national boundaries as eamlessly as the mountains and the forests run across them. With so many divisions along ethnic and linguistic lines, North East is an anthropologist's delight and an administrator's nightmare. Given the diversity, there are many views and conflicting perceptions which are at the root of most agitations in the region, not just among them but also with the 'distant' Indian government.

3.2 Demographic, Social and Economic Profile :

The eight states located in India's north-east cover an area of 2,62,179 sq. km. constituting 7.9% of the country's total geographical area, but have only 40 million people or about 3.8% of the total population of the country (2011 Census data). Over 68% of the population of the region lives in the state of Assam alone. The density of population varies from 13 per sq. km. in Arunachal Pradesh to 340 per sq. km. in Assam. The predominantly hilly terrain in all the states except Assam is host to an overwhelming proportion of tribal population ranging from 19.3% in Assam to 94.5% in Mizoram. The region has over 160 scheduled tribes and over 400 other tribal and sub-tribal communities and groups.

Table 3.1: Population Figure of the North-East Region

States	Total Population	Tribal Population
Arunachal Pradesh	1382611	951821
Assam	31169272	3884371
Manipur	2721756	902740
Meghalaya	2964007	2555861
Mizoram	1091014	1036115
Nagaland	1980602	1710973
Sikkim	610577	206360
Tripura	3671031	1166813

Source: registrar General of India, Census 2011

Source: http://tribal.nic.in/Content/scheduledtribes.aspx

Largest cities according to population of census 2011 are:

Guwahati, Agartala, Shillong, Aizawl, Imphal, Silchar, Dibrugarh, Nagaon, Jorhat, Dimapur, Darjeeling, Gangtok and Kohima.

The states are officially recognized under the North Eastern Council (NEC), constituted in 1971 as the acting agency for the development of the eight states. The North Eastern Development Finance Corporation Ltd (NEDFi) was incorporated on 9 August 1995 and the Ministry of Development of North Eastern Region (DoNER) was set up in September 2001.

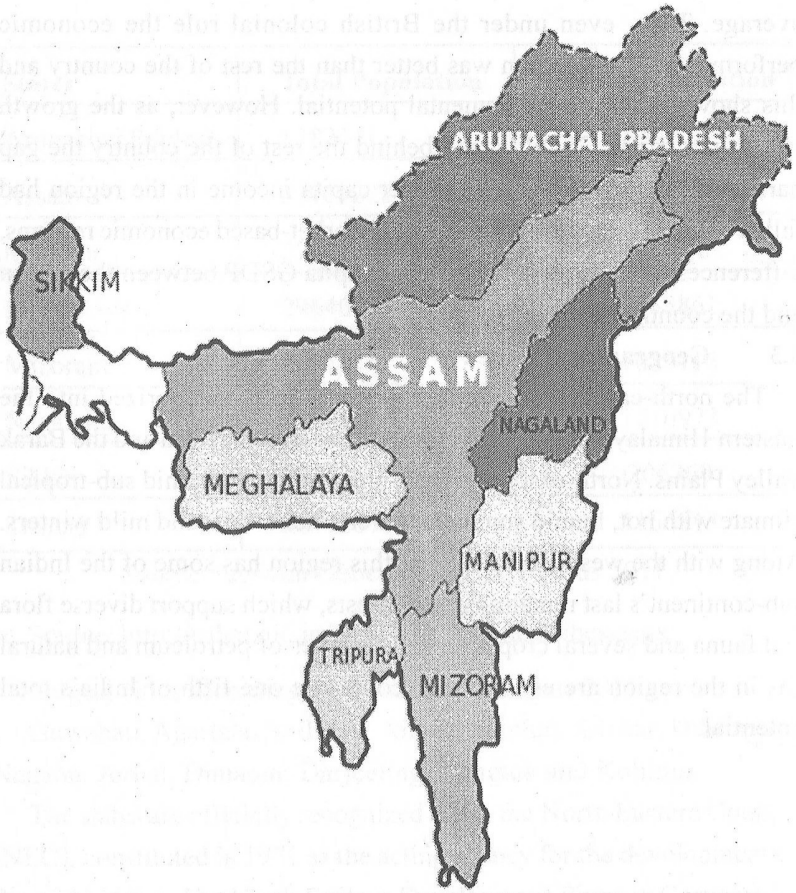
The standard of living of the people in the region, as measured by per capita Gross State Domestic Product (GSDP), over the years has lagged significantly behind the rest of the country. But from available statistics it has been observed that, at the time of independence per capita

income in the undivided state of Assam was higher than the national average. Thus, even under the British colonial rule the economic performance of the region was better than the rest of the country and this shows its vast developmental potential. However, as the growth rate of per capita GSDP lagged behind the rest of the country the gap narrowed, and by the mid-1970s per capita income in the region had fallen behind. With the introduction of market-based economic reforms, differences in the growth rates in per capita GSDP between the region and the country increased further.

3.3 Geographic Profile :

The north-east region can be topographically categorized into the Eastern Himalayas, Northeast Hills and the Brahmaputra and the Barak Valley Plains. North-east India has a predominantly humid sub-tropical climate with hot, humid summers, severe monsoons, and mild winters. Along with the west coast of India, this region has some of the Indian sub-continent's last remaining rain forests, which support diverse flora and fauna and several crop species. Reserves of petroleum and natural gas in the region are estimated to constitute one fifth of India's total potential.

Figure 3.1: Map of North-East India



3.4 Literacy Rate :

The total literacy rate of the population in the region is 68.5%. Of course, there are significant variations in the literacy rates among different states with Assam, Arunachal Pradesh and Meghalaya below the national average. Even as the average literacy rate in the region is higher than the national average, there are concerns about the quality of

education. More importantly, the literacy rate has not translated into higher employability or productivity.

The detail of the state wise literacy rates is given below:

Table 3.2: State wise Literacy Rates of the North-East Region

States	Female	Male	Total
Arunachal Pradesh	57.7	72.6	65.4
Assam	66.3	77.8	72.2
Manipur	72.4	86.1	79.2
Meghalaya	72.9	76.0	74.4
Mizoram	89.3	93.3	91.3
Nagaland	76.1	82.8	79.6
Sikkim	75.6	86.6	81.4
Tripura	82.7	91.5	87.2

Source: Economic Survey: 2012 - 2013

3.5 Tribes :

The term 'tribe' is derived from the Latin word '*tribes*' meaning the 'pooror the masses'. In English language the word 'tribe' appeared in the sixteenthcentury and denoted a community of persons claiming descent from a common ancestor.

India represents a culturally plural society in all respects. The Indian tribal society is a unique society with diversity of nature andpeople. In our country, known for the extreme poverty ofthe masses, the tribalconstitutes the core of the poor. Poverty, poor health and sanitation, illiteracy andother social problems among the tribal are exerting a dragging effect on theIndian economy. A large number of ethnic, religious and linguistic groups constitute the cultural mosaic of the country. These groups differ enormously in their overall socio-cultural features. The

mainstream Indian society is characterized by the existence of an inherent caste structure.

The tribal people are popularly known as 'adivasi' which means the 'original inhabitants' of the country. They are regarded as the people indigenous to the soil. A majority of them lives in mountainous and isolated forests and hilly regions. Hence, they are also known as 'Vanbasi' (forest dwelling people). Based on several indicators of socio-economic development and cultural transformations in their life, tribal people have been classified in a number of ways. A dominant classification based on economic activities puts them in four distinct categories namely hunting-gathering group, rudimentary agricultural group, irrigation agricultural group and urban, industrial wage earning group.

India is homeland to a number of tribal communities with diverse eco-cultural, socio-economic and geographical backgrounds. According to the 2011 Census, Scheduled Tribes (notified by the Government of India under Article 342 of the Indian Constitution) constitute 8.14% of the total population of the country, numbering 84.51 million.Whereas, the north-eastern region inhabits 12% of the country's 8.4 crore tribal population.

Indigenous people constitute 4% to 6% of the world's population. They are considered among the most 'backward' by modern day development standards, though their cultures are rich, and their people carry the wisdom of the ages in their heads (besides which they have been traditionally practicing sustainable livelihoods that the so-called progressive world, populating an over-stressed planet, is only now beginning to take cognisance of). Spread across more than 70 countries, in different continents, the indigenous peoples of the world share a history of subordination and exclusion. Many have been displaced from their traditional homes – often in remote and inaccessible recesses in the forests and hills – in the name of conservation or

development. This, together with relentless 'naturalization' by the state, or the actors' own perceptions of change and progress as inevitable or desirable have, in several places, wiped out the cultures of the 'first peoples,' or Adivasi, as they are called in most of India.

Indigenous/tribal people constitute about 40% on an average of north-east India's population, many times the average Adivasi population of India, which stood at around 8% at the time of the 2011 Census. However, despite the large presence of tribal people, most of the north eastern states reported above average literacy levels. The tribal groups in all states of the north-east were ahead of their counterparts in the rest of the country. Whereas the all India average literacy rate for Adivasi people was 47.1%, the comparative rates for the tribal people of the north-east ranged from 49.62 in Arunachal Pradesh to 89.34 in Mizoram. Except for the rate of tribal male literacy in Arunachal Pradesh, which was below the all India average for tribal males, all the states in north east India were above the average rates, when it came to both male and female literacy rates among the tribal groups.

3.6 Details of the All 8 North-Eastern States :

ARUNACHAL PRADESH

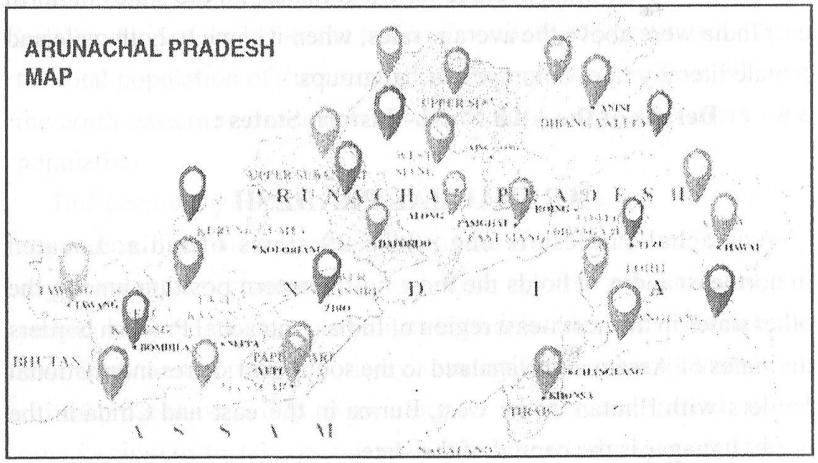
Arunachal Pradesh is one of the 29 states of India. Located in northeast India, it holds the most north-eastern position among the other states in the north-east region of India. Arunachal Pradesh borders the states of Assam and Nagaland to the south, and shares international borders with Bhutan in the west, Burma in the east and China in the north. Itanagar is the capital of the state.

Geographically, it is the largest among the North-east Indian states and the highest number of regional languages in South Asia enriched with diverse culture and traditions. The people natives to the state trace their origins from the Tibeto-Burman people.

Arunachal Pradesh is located between 26.28° N and 29.30° N latitude and 91.20° E and 97.30° E longitude and has 83,743 square kilometer area.The land is mostly mountainous with the Himalayan ranges running north south. These divide the state into five river valleys: the Kameng, the Subansiri, the Siang, the Lohit and the Tirap. All these are fed by snow from the Himalayas and countless rivers and rivulets. The mightiest of these rivers is Siang, called the Tsangpo in Tibet, which becomes the Brahmaputra after it is joined by the Dibang and the Lohit in the plains of Assam.

The states have 16 districts, 17 towns and 4065 villages. The capital of the state is Itanagar. State Animal is Gayal, State Bird is Great Hornbill, State Flower is Lady's Slipper and State Tree is Hollong.

Figure 3.2: Map of Arunachal Pradesh



Demography :

The Indian state of Arunachal Pradesh has a total population of roughly 1.4 million (1,382,611) (according to 2011 census) on an area of 83,744 sq km, amounting to a population density of about 17 km^{-2} (far

below the Indian average of 370 km^{-2}) and the sex ratio is 920. Much of Arunachal Pradesh is forested, and home to many of India's Scheduled Tribes. Such indigenous "tribal groups" account for about two thirds of population. There are twelve types of tribes of Arunachal Pradesh explicitly, but makes explicit that the list is non-exhaustive by noting that "all tribes of the State, including" those listed are to be considered "Scheduled".

Literacy rate of the state is 66.95%. The literate population is said to number 789,943. The percentage of literate males is 73.69% and the percentage of literate females is 59.57%.

Religion :

According to the 2011 Indian Census, the religions of Arunachal Pradesh break down as follows: Christian: 418,732 (30.26%), Hindu: 401,876 (29.04%), Others (mostly Donyi-Polo): 362,553 (26.2%), Buddhist: 162,815 (11.76%), Muslim: 27,045 (1.9%), Sikh: 1,865 (0.1%) and Jain: 216 (<0.1%)

Languages :

Languages of Arunachal Pradesh: Nishi (18.94%), Adi (17.57%), Bengali (8.8%), Nepali (8.5%), Hindi (7.3%), Assamese (4.6%), Monpa (5.1%), Wancho (4.3%), Tangsa (3.1%), Mishmi (3.1%), Mishing (3.0%), Nocte (2.9%) and Other (11.5%)

Education :

English is the primary medium of instruction in various schools in Arunachal Pradesh. Also the colleges and universities as well as other professional institutes in the state use English as the medium of teaching. State government offers free education to students up to the age of 14. The state is home to a number of Pre-Primary Schools, Primary School, Middle Schools, High Schools and Higher Secondary Schools. Arunachal Pradesh has a few renowned institutes that offer higher education in the state. Among them North Eastern Regional Institute of Science And

Technology (NERIST) play a very significant role in raising the technical and management education in the state.

Tribes :

There are 26 major tribes and more than 100 sub tribes in Arunachal Pradesh. The twelve tribes listed as:

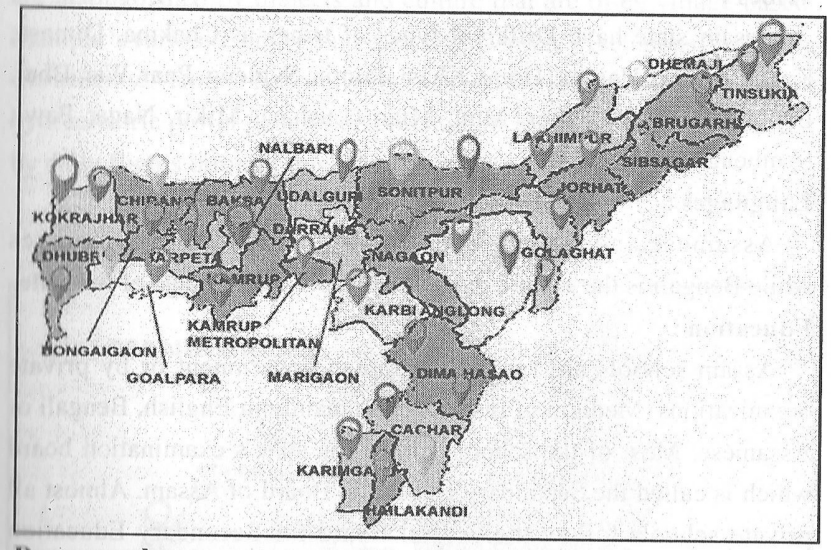
Abor(Galo), Aka, Apatani, Dafla (Nishi/Nishing/Bngni), Galong, Khampti, Bugun (Khowa), Mishmi, Momba (Monpa), Naga tribes, Sherdukpen, Singhpo.

ASSAM

Assam, the land of hills and valleys, the land of mighty river Brahmaputra lies in the north-eastern corner of India. The name "Assam" is derived from the term "Asom" which, in Sanskrit, refers to unequal or unrivalled. Assam comprises the Brahmaputra Valley and the Barak Valley along with then Karbi Anglong and Dima Hasao districts with an area of 30,285 square km. There are 32 districts in Assam. Assam is surrounded by Arunachal Pradesh, Nagaland, Manipur, Mizoram, Tripura and Meghalaya. Assam's economy is based on agriculture and oil. Assam produces a significant part of the total tea production of the world. Assam produces more than half of India's petroleum.

Geographically Assam and the other north-east states are connected to the rest of India via a strip of land in West Bengal called the Siliguri Corridor. Assam shares international border with Bhutan and Bangladesh. A significant geographical aspect of Assam is that it contains three of six physiographic divisions of India - The Northern Himalayas (Eastern Hills), The Northern Plains (Brahmaputra plain) and Deccan Plateau (Karbi Anglong). As the Brahmaputra flows in Assam the climate here is cold and there is rainfall most of the month.

Figure 3.3: Map of Assam



Demography :

As per 2011 census, total population of Assam was 31,169,272. Of the 32 districts, eight districts registered rise in the decadal population growth rate. Religious minority-dominated districts like Dhubri, Goalpara, Barpeta, Morigaon, Nagaon, Hailakandi etc. recorded growth rates ranging from 20 per cent to 24 per cent during the last decade. On the other hand, eastern Assam districts like Sivasagar, Jorhat etc. registered around 9 per cent population growth.

The literacy rate of the state is 73.18%. Whereas the male and female literacy rates are 78.81% and 67.27% respectively. Density of Population is 400/sq. KM.

Religion :

According to the 2011 census, 61.5% were Hindus, 34.2% were Muslims. Christian minorities (3.7%) are found among Scheduled Tribe population. Other religions include Jainism (0.1%), Buddhism (0.2%), Sikhism (0.1%) etc.

Tribes :

Assam state have Different types of tribes as Chakma, Dimasa, Kachari, Garo, Hajong, Hmar, Khasi, Jaintia, Synteng, Pnar, War, Bhoi, Lyngngam, KukiLakher, Man, Mizo (Lushai), Mikir, Naga, Pawi, Syntheng etc.

Languages :

Assamese and Bodo are the major and official languages while Bengali is the second most widely spoken language of the state.

Education :

Assam schools are run by the Indian government or by private organizations. Medium of instruction is mainly in English, Bengali or Assamese. Most of the schools follow the state's examination board which is called the Secondary Education Board of Assam. Almost all private schools follow the Central Board for Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) and Indian School Certificate (ISC) syllabuses.

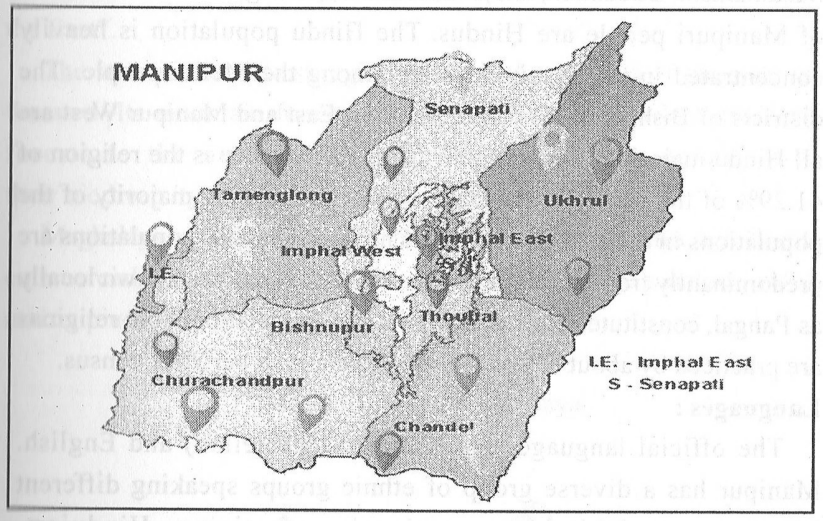
MANIPUR

Manipur is a state in north eastern India, with the city of Imphal as its capital. It is bounded by Nagaland to the north, Mizoram to the south, and Assam to the west; Burma lies to its east. The state covers an area of 22,327 square kilometers. Its people include the Meetei, Kuki, Naga, and Pangal peoples, who speak different types of Sino-Tibetan languages. Manipur has been at the crossroads of Asian economic and cultural exchange for more than 2,500 years. It has long connected the Indian subcontinent to Southeast Asia, enabling migration of people, cultures and religions.

The Meetei ethnic group, constitute a plurality of the population, with 27% of the total. The language of the Meetei people, Meitei (or Manipuri), is the lingua franca in Manipur. By comparison,

indigenous tribal peoples constitute 30% of the state population; they are distinguished by dialects and culture that are often village-based. Manipur's various ethnic groups practice a variety of religions, including Christianity. Manipur has primarily an agrarian economy, with significant hydroelectric power generation potential. It is connected to other areas by daily flights through Imphal airport.

Figure 3.4: Map of Manipur



Demography :

Manipur has a population of 2,721,756. Of this total, 58.9% live in the valley and the remaining 41.1% in the hilly regions. The hills are inhabited mainly by the Naga , Zomi and Kuki, and smaller tribal communities and the valley mainly by the Meitei, Bamons (Manipuri Brahmin) and Pangal(Manipuri Muslim). Some Bishnupriya Manipuri, Naga and Kuki settlements are also found in the valley region. Racially, Manipuri people are unique; they have features similar to Southeast Asian.

The Nagas are the second largest people in terms of population next to the Meitei people. Few of them live in the plain area but most of them live in the hill area from generation to generation. Hilly people constitute 30% of the state population.

Religion :

Manipur has a diverse group of ethnic groups speaking different languages and dialects, variously practicing Hinduism, Christianity, Sanamahism, Buddhism, Islam and other folk religions. About 41.39% of Manipuri people are Hindus. The Hindu population is heavily concentrated in the Manipur valley among the Meitei people. The districts of Bishnupur, Thoubal, Manipur East and Manipur West are all Hindu majorities averaging 67.62%. Christianity is the religion of 41.29% of the people in the state. The overwhelming majority of the populations in the Hill districts are Christian. The hill populations are predominantly from the Naga and Kuki tribes. Muslims, known locally as Pangal, constitute about 8.4% of the state population. Folk religions are practiced by about 8% of the state's people as per 2011 census.

Languages :

The official languages are Manipuri (Meeteilon) and English. Manipur has a diverse group of ethnic groups speaking different languages and dialects, variously practicing Hinduism, Christianity, Sanamahism, Buddhism, Islam and other folk religions.

Education :

The literacy rate of the state's average is 70.5% (male 80.3% and female 60.5%).

Tribes :

The Meetei, constitute a plurality, 47% of the state's ethnic groups. Besides the Meetei people, the Kukis have the second highest percentage of the population. The third is the Nagas who are further sub-divided into sub-tribes: Rongmei, Tangkhul, Poumai, Mao, Maram, Liangmai, Zeme etc.

MEGHALAYA

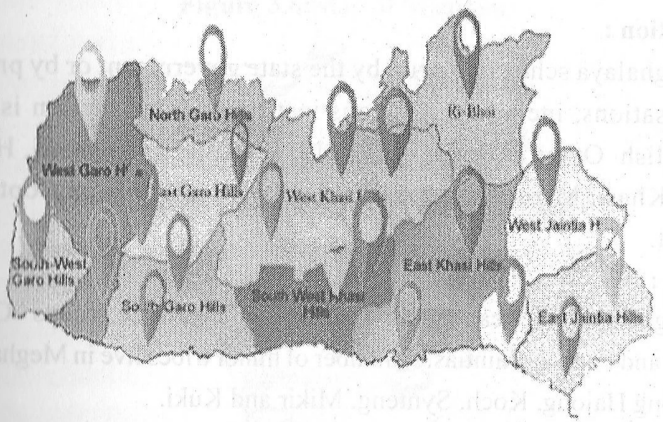
Meghalaya is a state in north-east India. The state has a population of 2,964,007 and area of the state approximately 22,430 square kilometers.

This state is bounded to the south by the districts of greater Mymensingh and the Division of Sylhet and the west by the Division of Rangpur of the Bangladesh and the north and the east by India's Assam state. The capital is Shillong, known as the "Scotland of the East".

The state is the wettest region of India. About 70% of the state is forested. Its mountain forests are distinct from the lowland tropical forests to the north and south. The forests are notable for their biodiversity of mammals, birds, and plants.

Meghalaya has predominantly an agrarian economy with a significant commercial forestry industry. The important crops are potatoes, rice, maize, pineapples, bananas, papayas, spices, etc.

Figure 3.5: Map of Meghalaya



Demography :

The urban female sex ratio of 985 was higher than the rural sex ratio of 972. Tribal people make up the majority of Meghalaya's population. The Khasis are the largest group, followed by the Garos then the Jaintias. Other groups include the Koch, the Biates of Saipung Constituency and Jowai, the related Rajbongshi, the Boro, Hajong, Dimasa, Hmar, Paite, Kuki, Lakhar, Karbi, Rabha and Nepali.

The population of Meghalaya as of 2011 is 2,964,007 of which females comprise 1,492,668 and males 1,471,339. As per the census of India 2011, the sex ratio in the state was 986 females per

Languages :

English is the official language of Meghalaya. The other principal languages spoken include Khasi, Pnar and Garo.

Religion :

About 75% of the population of the state belongs to Christianity; The religion of the people in Meghalaya is closely related to their ethnicity. Close to 90% of the Garo tribe and nearly 80% of the Khasiare Christian, while more than 97% of the Hajong, 98.53% of the Koch tribes are Hindu.

Education :

Meghalaya schools are run by the state government or by private organisations, including religious institutions. Instruction is only in English. Other indian language Like Assamese, Bengali, Hindi, Garo, Khasi, Mizo, Nepali & Urdu are also teaching as a optional subject.

Tribes :

Meghalaya tribes can mainly be classified into three groups - Garos, Khasis and Pnars or Jaintias. A number of minor tribes live in Meghalaya, including Hajong, Koch, Synteng, Mikir and Kuki.

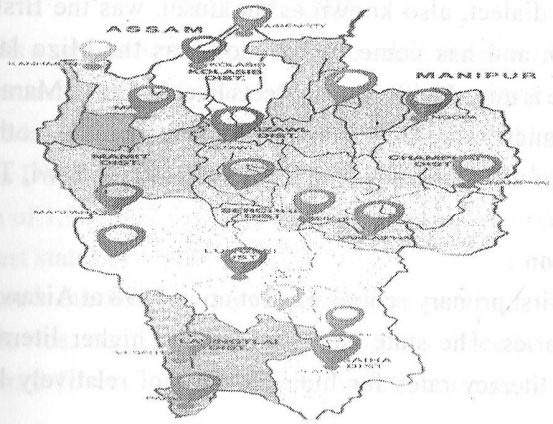
MIZORAM

Mizoram is one of the states of North-east India, with Aizawl as its capital. In the northeast, it is the southernmost landlocked state sharing borders with three of the eight sister states, namely Tripura, Assam, Manipur. The state also shares a 722 kilometer border with the neighboring countries of Bangladeshand Myanmar. Mizoram covers an area of approximately 21,087 square kilometer. About 91% of the state is forested.

Mizoram gross state domestic product (GSDP) in 2011-2012 was about Rs. 6991 Crore. The state's gross state domestic product (GSDP) growth rate was nearly 10% annually over 2001-2013 period. With international borders with Bangladesh and Myanmar, it is an important port state for Southeast Asian imports to India, as well as exports from India. The biggest contributors to state's GSDP growth are Agriculture, Public Administration and Construction work.

The state is a power deficit state, with plans to develop its hydroelectric potential. After agriculture, the major employer of its people includes handloom and horticulture industries.

Figure 3.6: Map of Mizoram



Demography :

Mizoram has a population of 1,091,014 with 552,339 males and 538,675 females.The sex ratio of the state is 976 females per thousand males and the density of population is 52 persons per square kilometre. Whereas the literacy rate of Mizoram is 91.33% (as the Census 2011). About 52% of population in Mizoram lives in urban areas. Over one third of the population of Mizoram lives in Aizawl district, which hosts the capital.

Religion :

The majority (87%) of Mizos are Christian in various denominations, predominantly Presbyterian. Mizoram population has 8.3% Buddhists making them the largest minority, followed by Hindus at 3.6% according to the last census. There are several thousand people, mostly ethnic Mizo, who have converted to Judaism claiming to be one of the lost Judaic tribe group BneiMenashe. Muslims make up about 1.1% of the state population. The remaining peoples are Sikhs, Jains and other religions.

Languages :

Mizo is the official language and the most widely used language for verbal interactions, but English, being important for education, administration, formalities and governance, is widely used. The Duhlian dialect, also known as the Lusei, was the first language of Mizoram and has come to be known as the Mizo language. The language is mixed with other dialects like the Hmar, Mara, Lai, Thadou, Paite, Gangte, etc. As per the last Census report the other languages spoken in the state are Mizo, Chakma, Lakher, Pawi, Tripuri, Hmar, Paite etc.

Education :

The first primary school was set up in 1898 at Aizawl by Christian missionaries. The state has long enjoyed higher literacy rates than average literacy rates for India. In spite of relatively late education

system, as of the latest census in 2011, Mizoram is the second highest in literacy rate (91.58%) among the Indian states.

The general pattern of education is simply a progression from primary to secondary education. There are several educational establishments under the umbrella of the Ministry of Education, including universities, colleges and other institutions. Some schools are Central/State Government, private with government subsidies, and the rest are primary and middle schools that are government financed and run by the Autonomous District Councils of Mizoram.

Tribes :

Like other states of north-east, Mizoram is largely populated with the tribal population of India. According to 2011 census, Mizoram had 1,036,115 people (95% of total) classified as scheduled tribe, the highest concentration of protected tribal people in all states of India. Tribes of Mizoram have inhabited the region since its origin. Mizoram has four types of tribal communities. The tribal people of Mizoram largely include the Chakma tribes, Pawi tribes, Ralte tribes and the Kuki tribes who travelled from upper regions of the continent. Chakma tribes are the most important tribal group of Mizoram.

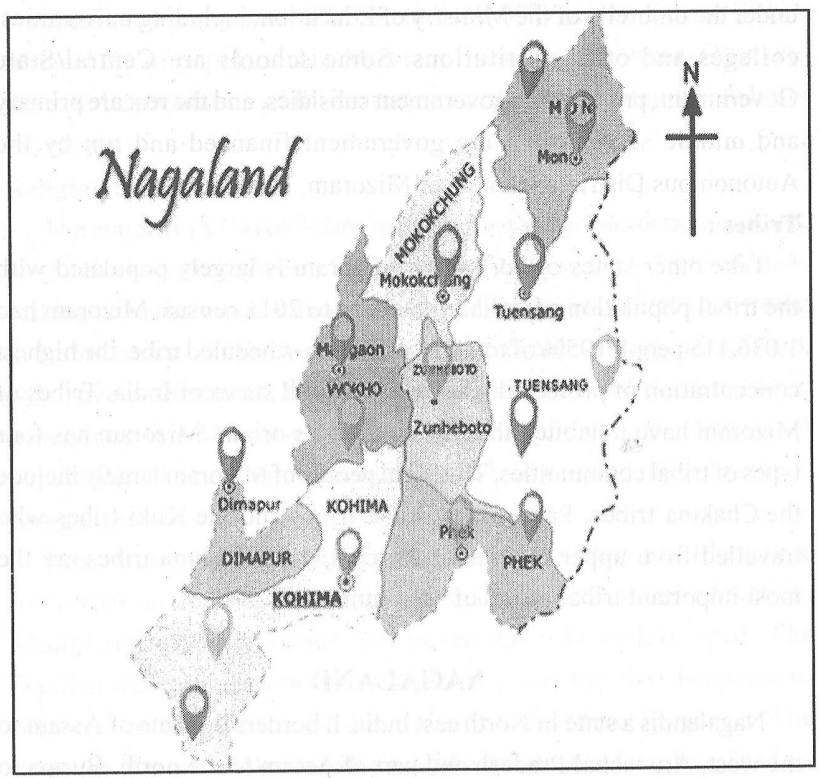
NAGALAND

Nagalandis a state in North east India. It borders the state of Assam to the west, Arunachal Pradesh and part of Assam to the north, Burma to the east and Manipur to the south. The state capital is Kohima, and the largest city is Dimapur. It has an area of 16,579 square kilometres with a population of 1,980,602 per the 2011 Census of India, making it one of the smallest states of India.

Agriculture is the most important economic activity and the principal crops include rice, corn, millets, pulses, tobacco, oilseeds, sugarcane, potatoes, and fibers. Other significant economic activity

includes forestry, tourism, insurance, real estate, and miscellaneous cottage industries.

Figure 3.7: Map of Nagaland



Demography :

The population of Nagaland is nearly two million people, of which 1.04 million are males and 0.95 million females. Among its various districts, Tuensang has the largest population (414,000), followed by Kohima (314,000). 75% of the population lives in the rural areas. As of 2013, about 10% of rural population is below the poverty line; among the people living in urban areas 4.3% of them are below the poverty line.

Languages :

Nagaland has more language diversity than any other state in India. Naga people speak over 36 different languages and dialects, mostly unintelligible with each other. English is the official language of Nagaland and it is the medium for education in Nagaland. Other than English, Nagamese, a creole language form of Indo-Aryan Assamese, is a widely spoken language. Every tribe has its own mother tongue but communicates with other tribes in Nagamese or English. However, English is the predominant spoken and written language in Nagaland.

Religion :

Christianity is the predominant religion of Nagaland. The state's population is 1.978 million, out of which 87.92% are Christians. Hinduism and Islam are also found in Nagaland. They are minority religions in the state, at 8.75% and 2.47% of the population respectively.

Education :

Nagaland has a literacy rate of 80.11%, being 83.29% for males and 76.69% for females as per census 2011. Primary, elementary, and secondary education is taken care of by the state government. Children 14 years and below are entitled to "free and compulsory education" in the state.

According to the new education policy, the main focus was to uplift the districts that are educationally backward. Also included in the program was construction of hostels for girls and revamping the educational curriculum of the government middle schools.

As per a survey (Household Child Census) that was conducted in the year 2009, there were as many as 26,852 children who were "out of school". The state government is trying hard to improve education infrastructure facilities in the state.

Tribes :

The state is inhabited by 16 major tribes are:

Ao, Angami, Chang, Konyak, Lotha, Sumi, Chakhesang, Khiamniungan, Bodo-Kachari, Phom, Rengma, Sangtam, Yimchunger, Thadou, Zeme-Liangmai (Zeliang) and Pochury as well as a number of sub-tribes. Each tribe is unique in character with its own distinct customs, language and dress. Two threads common to all, are language and religion - English is in predominant use and Nagaland is one of three states in India where the population is predominantly Christian.

SIKKIM

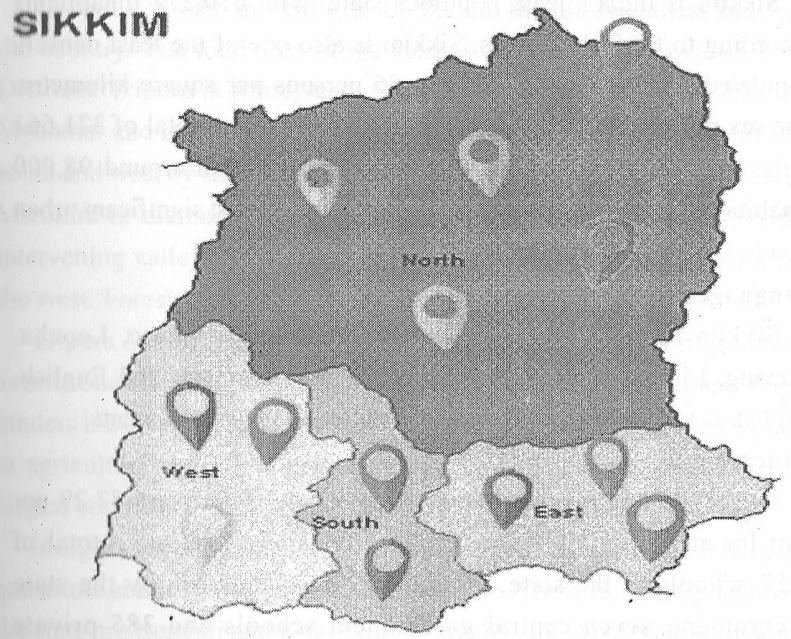
Sikkim is a landlocked Indian state located in the Himalayan mountains. The state is bordered by Nepal to the west, China's Tibet Autonomous Region to the north and east, and Bhutan to the east. The Indian state of West Bengal lies to the south.

With 610577 inhabitants as of the 2011 census, Sikkim is the least populous state in India and the second-smallest state in total area, covering approximately 7,096 km^2.

Sikkim is nonetheless geographically diverse due to its location in the Himalayas; the climate ranges from subtropical to high alpine, and Kanchenjunga, the world's third-highest peak, is located on Sikkim's border with Nepal. Sikkim is a popular tourist destination, owing to its culture, scenery and biodiversity. It also has the only open land border between India and China.Sikkim's capital and largest city is Gangtok. Almost 25% of the state is covered by the Khangchendzonga National Park.

Sikkim's economy is largely dependent on agriculture and tourism, and as of 2014 the state had the third-smallest GDP among Indian states, although it is also among the fastest-growing.

Figure 3.8: Map of Sikkim



Geography :

Nestling in the Himalayan mountains, the state of Sikkim is characterized by mountainous terrain. Almost the entire state is hilly, with an elevation ranging from 280 meters to 8,586 meters. The summit of Kanchenjunga—the world's third-highest peak—is the state's highest point, situated on the border between Sikkim and Nepal. For the most part, the land is unfit for agriculture because of the rocky, precipitous slopes. However, some hill slopes have been converted into terrace farms. The Himalayan Mountains surround the northern, eastern and western borders of Sikkim. The Lower Himalayas, lying in the southern reaches of the state, are the most densely populated. The state has 28 mountain peaks.

Demography :

Sikkim is India's least populous state, with 610,577 inhabitants according to the 2011 census. Sikkim is also one of the least densely populated Indian states, with only 86 persons per square kilometre. The sex ratio is 889 females per 1,000 males, with a total of 321,661 males and 286,027 females recorded in 2011. With around 98,000 inhabitants as of 2011, the capital Gangtok is the most significant urban area in the mostly rural state.

Languages :

Sikkim has 11 official languages: Nepali, Sikkimese, Lepcha, Tamang, Limbu, Newari, Rai, Gurung, Magar, Sunwar and English. English is taught in schools and used in government documents.

Education :

In 2011 Sikkim's adult literacy rate was 82.2 per cent: 87.29 per cent for males and 76.43 per cent for females. There are a total of 1157 schools in the state, including 765 schools run by the state government, seven central government schools and 385 private schools. The largest institution is the Sikkim Manipal University of Technological Sciences, which offers higher education in engineering, medicine and management. It also runs a host of distance education programs in diverse fields. There are two state-run polytechnic schools, the Advanced Technical Training Centre (ATTC) and the Centre for Computers and Communication Technology (CCCT), which offer diploma courses in various branches of engineering. ATTC is situated at Bardang, Singtam, and CCCT at Chisopani, Namchi. Sikkim University began operating in 2008 at Yangang, which is situated about 28 kilometres from Singtam.

Tribes :

Prime Tribes of Sikkim are Bhutias, Lepchas, Nepalese etc.

TRIPURA

Tripura is a state in North EastIndia and the third-smallest state in the country. The total area of the state is 10,491.69 km² divided in 8 Districts. Tripura is strategically situated between the river valleys of Myanmar and Bangladesh. Encircled almost on three sides' viz. north, south and west by Bangladesh. It is linked with Indian states Assam and Mizoram to the east. Five mountain ranges run north to south, with intervening valleys, and Agartala, the capital, is located on a plain to the west. Forests cover more than half of the area.

Tripura lies in a geographically disadvantageous location in India, as only one major highway connects it with the rest of the country. This hinders the economic prospects of the state. Most residents are involved in agriculture and allied activities, although the service sector is the largest contributor to the state's gross domestic product.

Indigenous communities, known in India as scheduled tribes, constitute about 30 per cent of the population. The official languages of the state are Bengali and Kokborok. Bengali is the most widely spoken language, due to the large number of Bengali people in the state. Kokborok is a prominent language among the tribes. Several other languages such as Hindi, Mog, Oriya, Bishnupriya Manipuri, Halam, Manipuri, Garo and Chakma belonging to Indo-European and Sino-Tibetan families are spoken in the state. The Kokborok-speaking Tripuri people form the major group among 19 tribes and many other sub-tribes; Bengali people form the ethno-linguistic majority. Mainstream Indian cultural elements, especially from Bengali culture, coexist with traditional practices of the ethnic groups, such as various dances to celebrate religious occasions, weddings and festivals.

Tripura is an agrarian state with more than half of the population dependent on agriculture and allied activities. However, due to hilly terrain and forest cover, only 27% of the land is available for

cultivation. Rice, the major crop of the state, is cultivated in 91% of the cropped area. According to the Directorate of Economics & Statistics, Government of Tripura, in 2009–10, potato, sugarcane, mesta, pulses and jute were the other major crops cultivated in the state. Jackfruit and pineapple top the list of horticultural products. Traditionally, most of the indigenous population practised jhum method of cultivation. The number of people dependent on jhum has declined over the years.

The economy of Tripura can be characterized by high rate of poverty, low capital formation, inadequate infrastructure facilities, geographical isolation and communication bottlenecks, inadequate exploration and use of forest and mineral resources, slow industrialization and high unemployment. More than 50% of the population depends on agriculture for sustaining their livelihood. However agriculture and allied activities to Gross State Domestic Production (GSDP) is only 23%, this is primarily because of low capital base in the sector. Despite the inherent limitation and constraints coupled with severe resources for investing in basic infrastructure, this has brought consistence progress in quality of life and income of people cutting across all sections of society.

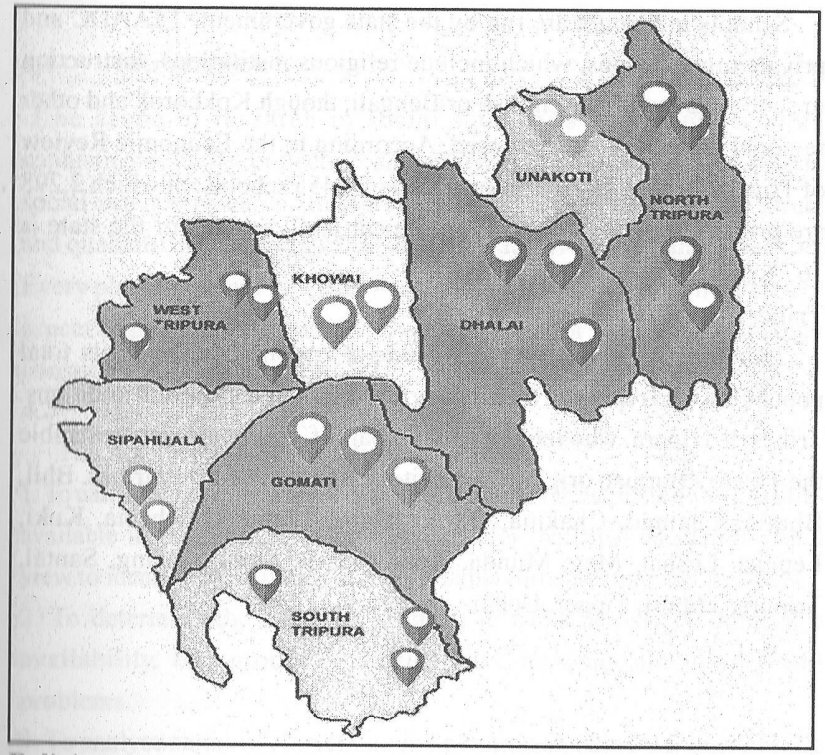
Demography :

Tripura ranks second only to Assam as the most populous state in North East India. According to the census of 2011, Tripura has a population of 3,671,032 with 1,871,867 males and 1,799,165 females. It constitutes 0.3 per cent of India's population. The sex ratio of the state is 961 females per thousand males and the density of population is 350 persons per square kilometer. Whereas the literacy rate of Tripura is 87.75%.

Geography :

The topography is characterized by hill ranges, valleys and plains. The state has five anticlinal ranges of hills running north to south, from Boromura in the west, through Atharamura, Longtharai and Shakhan, to the Jampui Hills in the east.

Figure 3.9: Map of Tripura



Religion:

According to 2011 census, Hinduism is the majority religion in the state, followed by 83.3% of the population. Muslims make up 8.6% of the population, Christians 4.35% and Buddhists 3.1%. A majority of the tribes in the state are Hindu. Mogs and Chakmas are the followers of Buddhism in Tripura. Christianity is chiefly followed by members of the Lushai, Kuki, Garo, Tripuri, Halam tribes.

Languages:

Bengali and Kokborok are the official language of the state Tripura. 67% of people used Bengali language, 27% uses Tripuri language and 6% used other languages.

Education:

Schools in Tripura are run by the state government, TTAADC and private organisations, which include religious institutions. Instruction in schools is mainly in English or Bengali, though Kokborok and other regional languages are also used. According to the Economic Review of Tripura 2010–11, Tripura has a total of 4,455 schools, of which 2,298 are primary schools. The total enrolment in all schools of the state is 767,672.

Tribes:

Tribes of Tripura largely constitute thirty one percent of its total population who represent themselves through their culture and traditions. Tribes of Tripura, who inhabit a major part of Tripura, largely resemble the Tibeto - Burman origin. The territory is inhabited by 19 tribes. Bhil, Bhutia, Chaimal, Chakma, Garoo, Halam, Jamatia, Khasia, Kuki, Lepcha, Lushai, Mag, Munda, Kaur, Noatia, Orang, Raing, Santal, Tripura, Tripuri, Tipper, Uchai.

Chapter IV
Materials and Methods

4.1 Introduction :

The scope of research in social science is enormous. Modern sophisticated tools, collection and analysis of data play a vital role in social science research. Researchers are to deal with highly abstract and qualitative measures such as human relations and human interaction. Every phase of social life, every group of social phenomenon and every aspect of past and present life pose challenges for researchers and they constitute material for them.

4.2 Objectives of the Study :

The objectives of this study were

1. To carry out a sample survey of the educational infrastructure and facilities available in the eight north-eastern states for the tribal education with a view to identify gaps, if any, in the available infrastructure and facilities.
2. To determine the status of teachers in tribal areas including their availability, background, qualifications, training, punctuality and problems.
3. To analyse status of curriculum in operation and the teaching learning materials being used with special reference to use of the tribal language in the writing of teaching-learning materials as well as in the classroom transaction.
4. To evaluate status of monitoring and evaluation of primary education including administrative structures.
5. To analyse status of school enrolment and school dropout with special reference to factors affecting enrolment and drop-out of tribal students.
6. To brings out status on convergence of various departments providing services and facilities in tribal areas.
7. To analyse status of community participation in the educational programme and present study

4.3 Rationale of the Study :

It may be noted that no systematic study and statistical analysis regarding status of tribal education in eight north-eastern states in respect of students' family background, elementary/ school education, higher (general and technical) education as well as vocational education curriculum, teaching-learning material, educational institution infrastructure etc. has been undertaken.

In this context, this type of study has been undertaken to determine the extent to which aims and objectives and the reasons therefore are accomplished. The study intends to improve both the planning and execution of the programmes and to consider the changes in the policy in respect of tribal welfare if necessary. This comprehensive study evaluates various important segments of the programme through intensive field work and field survey.

4.4 Approaches to the Study :

A research project proposal on the aforementioned topic had been sent to The Director, Tribal Research & Culture Institute, Government of Tripura, Agartala. The department gleefully accepted the proposal since no such work had been done earlier. Accordingly, the department asked to submit the questionnaire, time-frame and tentative budget of the proposal. After submission of the above, an internal meeting was conducted and some modifications took place in the questionnaire. The project work then was started. First of all, data were collected from the eight north eastern states. The data collected then were decoded and consequently analyzed. Having done these, the project report is being submitted hereby.

4.5 Sources of information :

The present study is based mainly on the following sources viz.

⇨ Materials are available from the secondary sources such as different books, articles, journals and census figures of India.

⇨ Library material available from the Tribal Research and Culture Institute (TR&IC), Government of Tripura, Agartala.

The primary source material is collected from interview schedules or questionnaires to tribal students or people of tribal area at the eight states of this north-east region. Field observation notes are also collected during the study.

4.6 Area of Study :

The study area to be covered under this research project entitled "*Status of Tribal Education in North-East India*" is the entire north-east region of India. This region inhabits 12% of the country's 8.4 crore tribal population. For this huge tribal population and according to the strategy of the tribal Development plan (with the development of other tribal people of different states of rest of India) taken by central as well as state government the main reasons for selecting this north-east region as study area are because of

➢ The north-east region is one of the back-ward regions of India characterized by geographical isolation, low-capita income, inadequate infrastructure facilities, low capital formation, communication bottleneck and inadequate exploitation of natural resources.

➢ It is convenient to conduct survey in this area.

➢ The mission "Education for all" by the central as well as state Government seems to be unsuccessful as far as tribal development is concerned.

4.7 Tools of Data Collection :

This is an empirical study using primary data consisting of 523 (Arunachal Pradesh-60, Assam-61, Manipur-62, Meghalaya-60, Mizoram-60, Nagaland-60, Sikkim-55 and Tripura-105) samples. Covering tribes of 8 north-eastern states with 109 samples from school education, 352 samples from higher (general and technical) education and 62 from vocational education sectors. Data is collected using

interview schedules. Most of the questions are provided with alternative responses and some questions are open ended. The schedule is written in English and is translated to the regional languages wherever felt necessary.

4.8 Sampling Procedure :

Sample survey of 'tribal education in north-east states' should be understood from the perspective of its scope embedded around the terminology. The primary objective of the Tribal Education Survey (TES) is to measure the all-round development of tribal culture and community. The target population of Tribal Education Survey is the total population of tribes who are isolated from the mainstream society due to the plight of education. This has to be based on random sampling. On the other hand, primary objective of the Tribal Education Survey (TES) is to investigate the characteristics and consequences of education system in tribal areas or education system of tribal people. Since the number and type of education level (primary, higher, vocational etc) in which tribal people are engaged are endless and includes every aspect of human life, it is difficult to obtain Tribal Education Survey figure according to education level wise. Hence, the target population of the Tribal Education Survey may be drawn purposively.

4.9 Some Important Definitions :

The definitions to be used in subsequent chapters are given below:

Socio-economic causes: The term used in this study would mean social and economic causes such as family background, poverty-stricken, lack of educational facilities which are responsible for the presence of illiteracy, dropout etc. in our society.

Schedule Tribe (ST): Schedule Tribes in India are generally considered to be 'Adivasis,' meaning indigenous people or original inhabitants of the country.

North-East region: This region comprises of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim.

Vocational education: Vocational education is education within vocational schools that prepares people for a specific trade. It directly develops expertise in techniques related to technology, skill and scientific technique to span all aspects of the trade.

PPP: Public, Private Partnership.

4.10 Data Processing and Analysis :

The completed schedules were verified to make sure that all the data were recorded. Incomplete schedules were discarded. The scrutiny of completed schedules is centered on three main aspects viz. consistency, completeness and regularity. Next step is to convert or decode the information into numerical data.The coded data are arranged in tabular form to represent various socio economic aspects leading to tribal education.

The collected data were decoded, analyzed and reported.

4.11 Method of Data Analysis :

4.11.1 Graphical Representation :

Any data prior to analysis by statistical methods has to be arranged and displayed in a manner that is informative and attractive. Tabular representation is one form of doing it. But for those who do not have an affinity for numbers, tables are not as attractive. Graphic or diagrammatic presentation of data adds a pictorial effect to what would otherwise be just a mass of figures. A major advantage of these representations is that they have more appeal especially to a layman as they communicate information visually. For this reason graphs are often used in newspapers, magazines and businesses news around everywhere. As features of data become visible at a glance in a graph, one can study easily the fluctuation

of data and hence know the correlation between two or more sets of data, which in turn helps in forecasting.

The important aspects include providing a self-explanatory title, size and proportion, colorshades, necessary footnotes, source table and the index. The most commonly used graphical or diagrammatic forms for representation of data are:

- Pictograph
- Stem-and-Leaf Plot
- Line graph
- Bar Graph
- Circle Graph
- Box and Whisker Plot
- Histogram
- Frequency polygon
- Ogive curve
- Correspondence Analysis (CA)

Correspondence analysis or in short CA is an exploratory data analytic technique designed to analyze simple two-way and multi-way tables containing some measures of correspondence between the rows and columns. As opposed to traditional hypothesis testing designed to verify apriori hypotheses about relations between variables, exploratory data analysis is used to identify systematic relations between variables when there is no apriori expectation as to the nature of those relations.

The name is a translation of the French Analyses des Correspondence, where the term correspondence denotes a "system of association" between the elements of two sets.

4.11.2 Statistical Analysis :

This unit is totally based on statistical analysis of primary data covering the parameters mentioned in the questionnaire. In this study, diagrammatic presentation, method of Cross tabulation with Chi-square

test and ordinal logistic regression method have been extensively used to analyze the data through SPSS.

4.11.2.a Cross Tabulation and Chi-Square Analysis :

Cross tabs procedure or Contingency Coefficient analysis forms two way or more than two way tables and provides a variety of tests and measures of association. The structure of the table and whether categories are ordered determine what test or measure to use. Chi-square statistic is an index to measure the extent and significance of difference between the observed and expected frequencies. .

The chi-square statistic is used to show if there is a relationship between two categorical variables or not. It can also be used to test whether or not a number of outcomes are occurring in equal frequencies or not, or conform to a known distribution. The chi-square statistic can be written as

$$\chi^2 = \sum_{i=1}^{n} \frac{(O_i - E_i)^2}{E_i}$$

Where

χ^2= the chi-square statistic

O_i= the observed number of cases in category i

E_i= the expected number of cases in category i.

4.11.2.b Ordinal Logistic Regression Analysis :

The Ordinal Logit Model:

Ordinal logistic regression or (ordinal regression) is used to predict an ordinal dependent variable given one or more independent variables. The model is

$$ln\left(\frac{Prob(event)}{1-Prob(event)}\right) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \cdots \ldots \ldots \ldots + \beta_k X_k$$

Assumptions of ordinal logistic regression:

- The dependent variable is measured on an ordinal level.
- One or more of the independent variables are continuous, categorical or ordinal.
- No Multi-collinearity - i.e. when two or more independent variables are highly correlated with each other.
- Proportional Odds - i.e. that each independent variable has an identical effect at each cumulative split of the ordinal dependent variable.

Chapter V

Analysis and Interpretation of Tribal Education : A Sketch of North-East by Primary Data

5.1 Introduction :

Here, in fifth chapter the results obtained in this project have been analysed in pictorial and statistical approach. The analysis is in respect of their (tribal people/student of the selected region) socio-economic and demographic condition (partially), primary/elementary education, higher (general and technical) education, vocational education etc. The aim of the survey is to analyse what factors encouraged the young people to select a school, college, university or any other educational institution for the continuity of education (in case of dropout) or the betterment of education. How much this choice is influenced by educational counselling at schools or vocational cases? What aspirations for further studies of young (may be older people, in case of dropout or older education) people had and whether the students were satisfied or not with their studies and other infrastructure facilities at the schools or institution?

As there are some important aspects or factors (such as toilet facility, drop-out, distance of the school, medium of the instruction and board, type and affiliation of the institution, stipend and infrastructure facility, training and placement cell etc.) which are directly and indirectly co-related with the education of the Tribal students, so the present study will focus these factors by three statistical mode of representation:

(i) Diagrammatic Presentation of Data,
(ii) Cross Tabulation and Chi-Square Analysis and
(iii) Ordinal Logistic Regression Analysis

5.2 Diagrammatic Presentation of Data :

The graphical presentation in this section provides some findings of the study. The whole data set is segmented here into four parts as per the responses of the questionnaire given by respondents. The four segments are:

A) General information

B) School Education information

C) Higher (General and Technical) Education information

D) Vocational Education information

General information :

Since the matter is '*Status of Tribal Education in the North-East India*', the selective parameters for this study are: House Hold (HH) economic statusand House Hold size, House Hold (HH) religion, facility at home viz. electricity, toilet, drinking water etc. Family members' occupation is also considered here.

A new direction of analysis is Correspondence Analysis (CA) is introduced here between House Hold (HH) religion with all 8 north eastern states and House Hold (HH) religion with the education level.

School education information :

Here the important parameters viz. school under different boards,toilet facility, type and category of schools, medium of instructions, students' residence choice and their knowledge about the RTE etc. are considered here.

Higher (general and technical) education information :

In higher education section, type and category of institutions, medium of study, stipend facility, satisfactions about quality and quantity of teachers, continuity of study in future with elaboration of placement cell are analysed.

Vocational education information :

In this section, type of training in vocational institutions with name and duration of trades, affiliation, category and type of institution, medium of study with training/internship facility of students, placement cell etc. are graphically analysed.

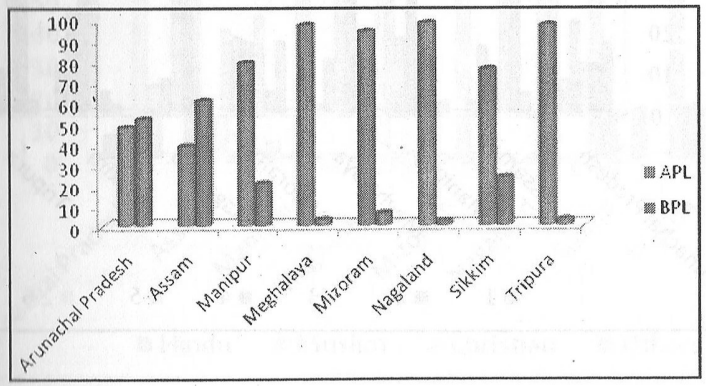
The following graphical presentations are considered to be important for clarification of the overall characteristics.

General information:

Table 5.1: Percentage of House Hold (HH) Economic Status in NE States

States	House Hold (HH) Economic Status	
	APL	BPL
Arunachal Pradesh	48	52
Assam	39	61
Manipur	79	21
Meghalaya	97	3
Mizoram	94	6
Nagaland	98	2
Sikkim	76	24
Tripura	97	3

Figure 5.1: Bar Diagram of House Hold (HH) Economic Status in NE States

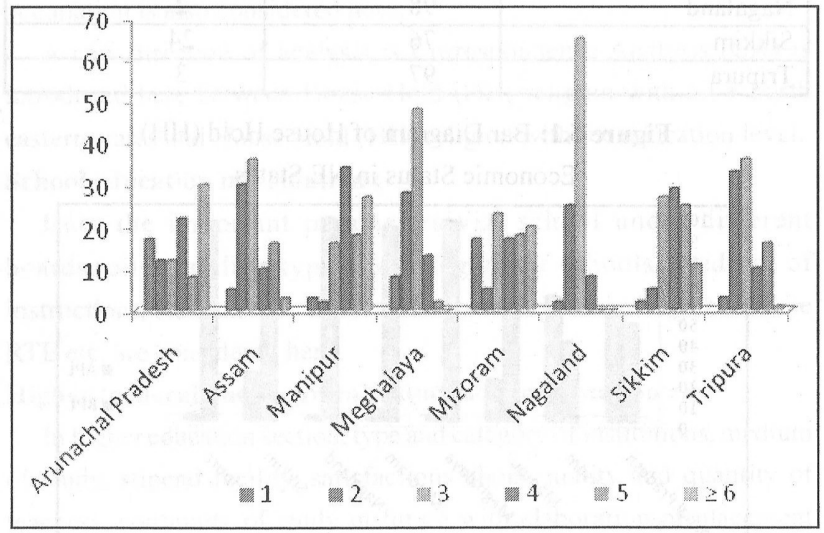


From the above bar diagram, it has been observed that Meghalaya, Nagaland and Tripura are in the best positions where BPL category tribal people are very less. Whereas Arunachal Pradesh and Assam have large BPL tribal population compared to APL category.

Table 5.2: Percentage of House Hold (HH) Size in NE States

States	House Hold (HH) Size					
	1	2	3	4	5	≥6
Arunachal Pradesh	17	12	12	22	8	30
Assam	5	30	36	10	16	3
Manipur	3	2	16	34	18	27
Meghalaya	8	28	48	13	2	0
Mizoram	17	5	23	17	18	20
Nagaland	2	25	65	8	0	0
Sikkim	2	5	27	29	25	11
Tripura	3	33	36	10	16	1

Figure 5.2: Bar Diagram of House Hold (HH) Size in NE States

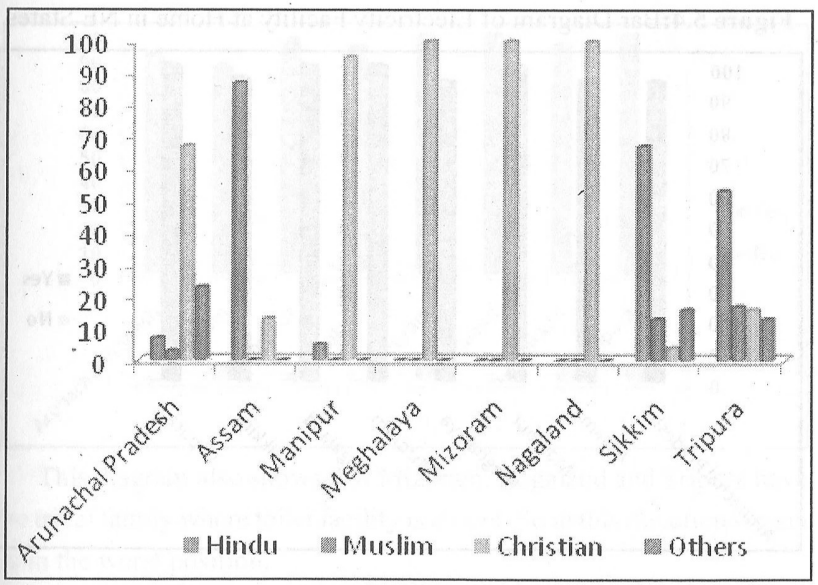


The above diagram shows that a family consisting of 3 members is more dominated compared to other family sizes in most of the north eastern region except Arunachal Pradesh and Manipur. Whereas the family size of 4 members reach the highest values in Manipur and Sikkim.

Table 5.3: Percentage of House Hold (HH) Religion in NE States

States	House Hold (HH) Religion			
	Hindu	Muslim	Christian	Others
Arunachal Pradesh	7	3	67	23
Assam	87	0	13	0
Manipur	5	0	95	0
Meghalaya	0	0	100	0
Mizoram	0	0	100	0
Nagaland	0	0	100	0
Sikkim	67	13	4	16
Tripura	53	17	16	13

Figure 5.3: Bar Diagram of House Hold (HH) Religion in NE States

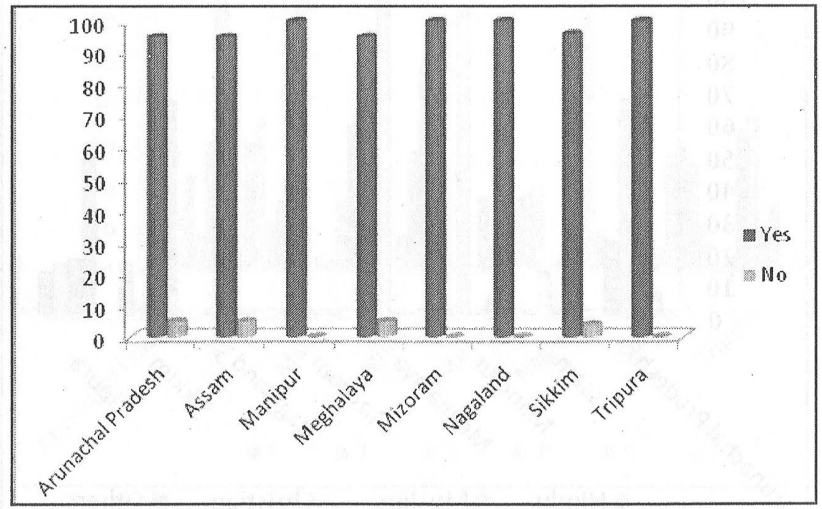


The figure 5.3 represents that Christian tribal people attain the majority status in entire north eastern region except Assam, Sikkim and Tripura. These 3 states are dominated by Hindu Tribal people. Some tribal Muslims are also observed in Arunachal Pradesh, Sikkim and Tripura.

Table 5.4: Percentage of Electricity Facility at Home in NE States

States	Electricity Facility at Home	
	Yes	No
Arunachal Pradesh	95	5
Assam	95	5
Manipur	100	0
Meghalaya	95	5
Mizoram	100	0
Nagaland	100	0
Sikkim	96	4
Tripura	100	0

Figure 5.4: Bar Diagram of Electricity Facility at Home in NE States

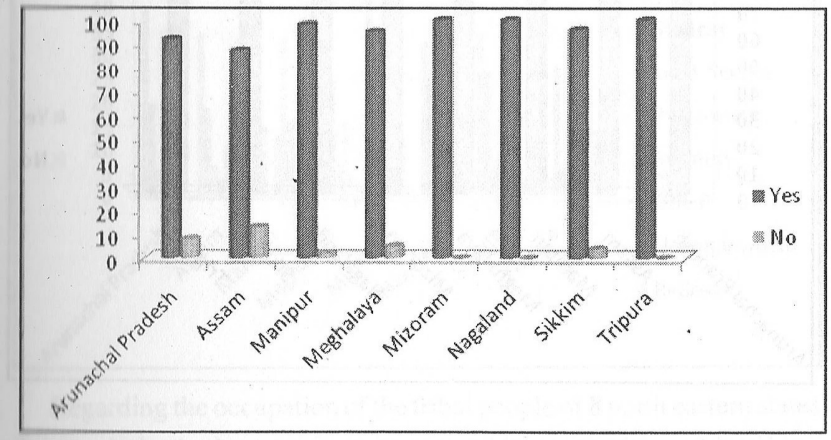


This diagram shows that Manipur, Mizoram, Nagaland and Tripura have brought the all households under the provision of electricity, whereas other 4 states have some families where electric facilities are not provided.

Table 5.5: Percentage of Toilet Facility at Home in NE States

States	Toilet Facility at Home	
	Yes	No
Arunachal Pradesh	92	8
Assam	87	13
Manipur	98	2
Meghalaya	95	5
Mizoram	100	0
Nagaland	100	0
Sikkim	96	4
Tripura	100	0

Figure 5.5: Bar Diagram of Toilet Facility at Home in NE States

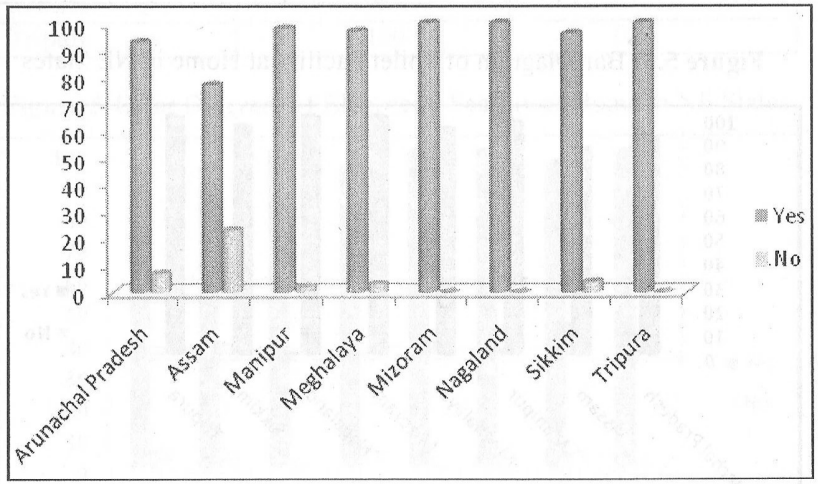


This diagram also shows that Mizoram, Nagaland and Tripura have no tribal family where toilet facility is absent. So in this direction Assam is in the worst position.

Table 5.6: Percentage of Drinking Water Facility at Home in NE States

States	Drinking Water Facility at Home	
	Yes	No
Arunachal Pradesh	93	7
Assam	77	23
Manipur	98	2
Meghalaya	97	3
Mizoram	100	0
Nagaland	100	0
Sikkim	96	4
Tripura	100	0

Figure 5.6: Bar Diagram of Drinking Water Facility at Home in NE States

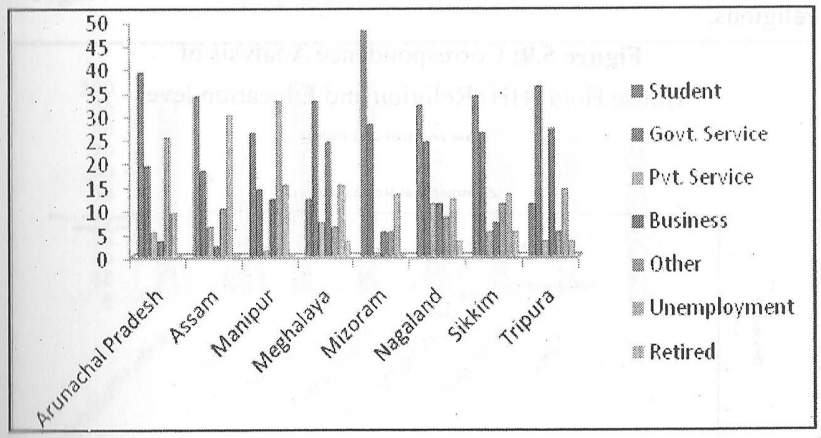


Again the figure 5.6 shows that Mizoram, Nagaland and Tripura have attained hundred percent coverage of drinking water facility whereas in this regard the case of Assam is discouraging.

Table 5.7: Percentage of Family Members Occupation in NE States

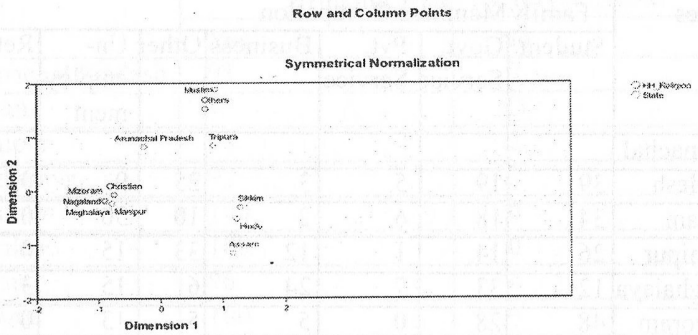
States	Family Members Occupation						
	Student	Govt. Service	Pvt. Service	Business	Other	Un-employ-ment	Retired
Arunachal Pradesh	39	19	5	3	25	9	0
Assam	34	18	6	2	10	30	0
Manipur	26	14	1	12	33	15	0
Meghalaya	12	33	7	24	6	15	3
Mizoram	48	28	0	5	5	13	0
Nagaland	32	24	11	11	8	12	3
Sikkim	34	26	5	7	11	13	5
Tripura	11	36	3	27	5	14	3

Figure 5.7: Bar Diagram of Family Members Occupation in NE States



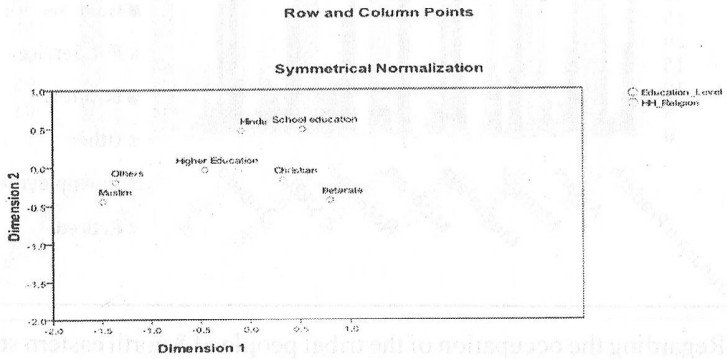
Regarding the occupation of the tribal people of 8 north eastern states Tripura is in the best position in case of Govt. service and business. Whereas Nagaland registers best position in private (Pvt.) service sector. Looking at the percentage of unemployment Assam records the highest which is a grim situation.

Figure 5.8: Correspondence Analysis of House Hold (HH) Religion and State



From the above figure, it has been clear that Manipur, Meghalaya, Mizoram and Nagaland states are very close to the Christian religion. On the other hand, Sikkim and Assam are related to Hindu religion. Whereas Tripura and Arunachal lie between Hindu, Christian and other religions.

Figure 5.9: Correspondence Analysis of House Hold (HH) Religion and Education level



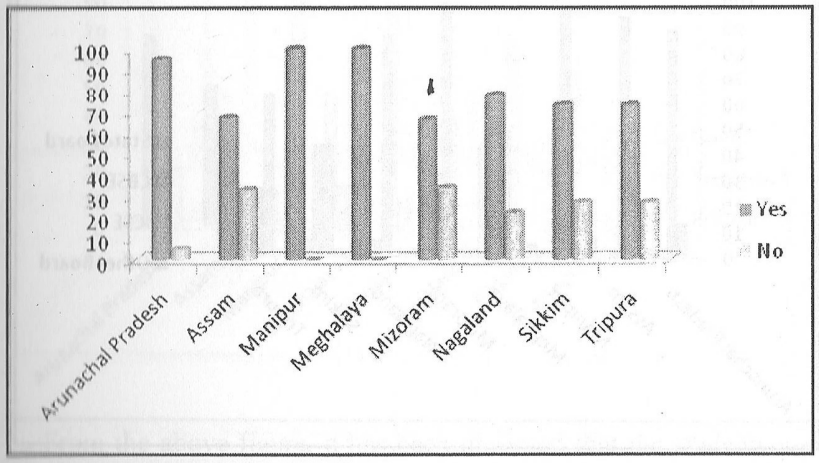
The Figure 5.9 says that, Hindu and School education are very close like Muslims and others. Whereas Christians are maintaining same distance from higher education and illiteracy.

School Education Information: School Education parameters are also shown in the following diagrammatic presentation to clarify the research work.

Table 5.8: Percentage of Toilet Facility at School in NE States

States	Toilet Facility at School	
	Yes	No
Arunachal Pradesh	95	5
Assam	67	33
Manipur	100	0
Meghalaya	100	0
Mizoram	66	34
Nagaland	78	22
Sikkim	73	27
Tripura	73	27

Figure 5.10: Bar Diagram of Toilet Facility at School in NE States

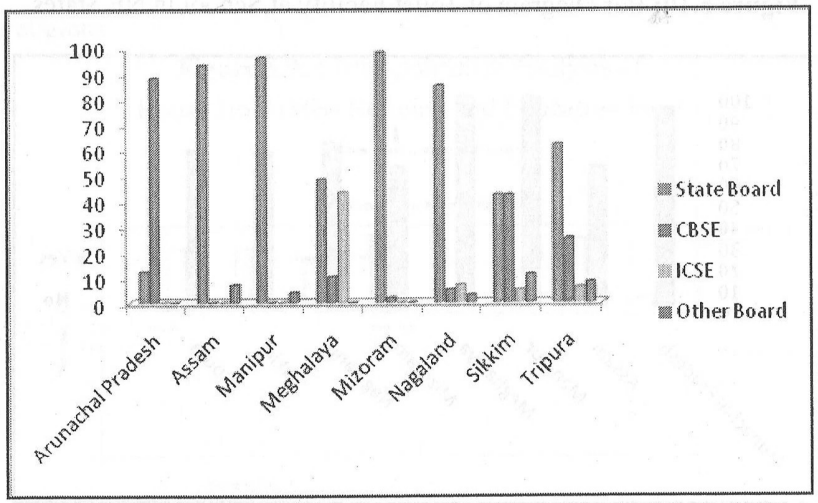


Almost in all North-East states have toilet facility at the schools whereas Manipur and Meghalaya have full toilet facility but other states possess less facility of toilets in their schools.

Table 5.9: Percentage of Schools Belongs to Different Boards in NE States

States	Schools Belongs to Different Boards			
	State Board	CBSE Board	ICSE	Other
Arunachal Pradesh	12	88	0	0
Assam	93	0	0	7
Manipur	96	0	0	4
Meghalaya	48	10	43	0
Mizoram	98	2	0	0
Nagaland	85	5	7	3
Sikkim	42	42	5	11
Tripura	62	25	6	8

Figure 5.11: Bar Diagram of Schools Belongs to Different Boards in NE States

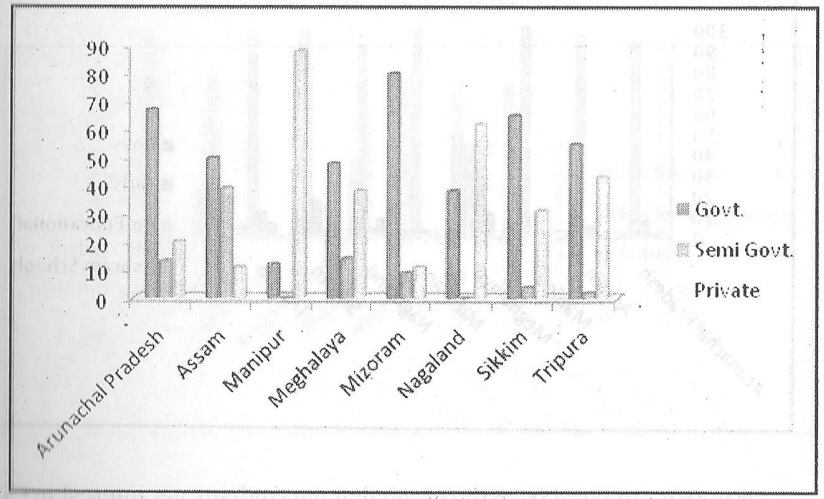


Except Arunachal Pradesh and to some extent Meghalaya the students of the other states are interested in respective state board comparing to CBSE, ICSE and other boards.

Table 5.10: Percentage of Educational Institutes (Schools) Category in NE States

States	Educational Institutes (Schools) Category		
	Govt.	Semi Govt.	Private
Arunachal Pradesh	67	13	20
Assam	50	39	11
Manipur	12	0	88
Meghalaya	48	14	38
Mizoram	80	9	11
Nagaland	38	0	62
Sikkim	65	4	31
Tripura	55	2	43

Figure 5.12: Bar Diagram of Educational Institutes (Schools) Category in NE States

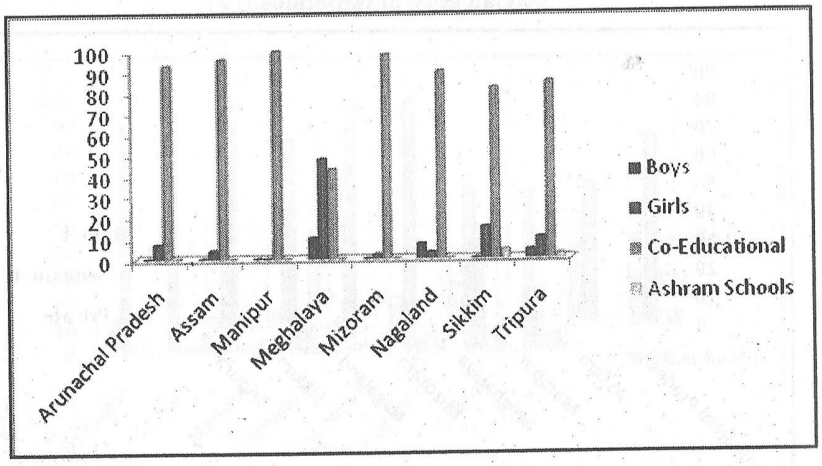


From the above figure, it has been observed that the students are very much interested in Govt. schools followed by private and semi government schools except Manipur and Nagaland. The availability of such schools plays an important factor in the respective states.

Table 5.11: Percentage of Educational Institutes (Schools) Type in NE States

States	Type of Educational Institutes (Schools)			
	Boys	Girls	Co-Educational	Ashram Schools
Arunachal Pradesh	0	7	93	0
Assam	0	4	96	0
Manipur	0	0	100	0
Meghalaya	10	48	43	0
Mizoram	0	2	98	0
Nagaland	7	3	90	0
Sikkim	0	15	82	4
Tripura	4	10	85	2

Figure 5.13: Bar Diagram of Educational Institutes (Schools) Type in NE States

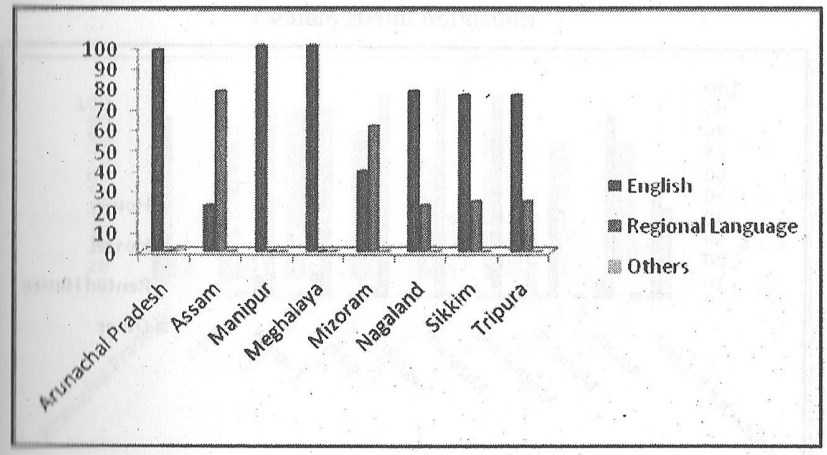


It is also reflected from the graph that the students get interest in Co-Educational schools followed by Girls, Boys and Ashram Schools in all the 8 states except Meghalaya. The availability of such schools with all facilities is also an important factor in the concerned states.

Table 5.12: Percentage of Medium of Instructions in Schoolsin NE States

States	Medium of Instructions in Schools		
	English	Regional Language	Others
Arunachal Pradesh	98	0	2
Assam	22	78	0
Manipur	100	0	0
Meghalaya	100	0	0
Mizoram	39	61	0
Nagaland	78	22	0
Sikkim	76	24	0
Tripura	76	24	0

Figure 5.14: Bar Diagram of Medium of Instructions in Schools in NE States

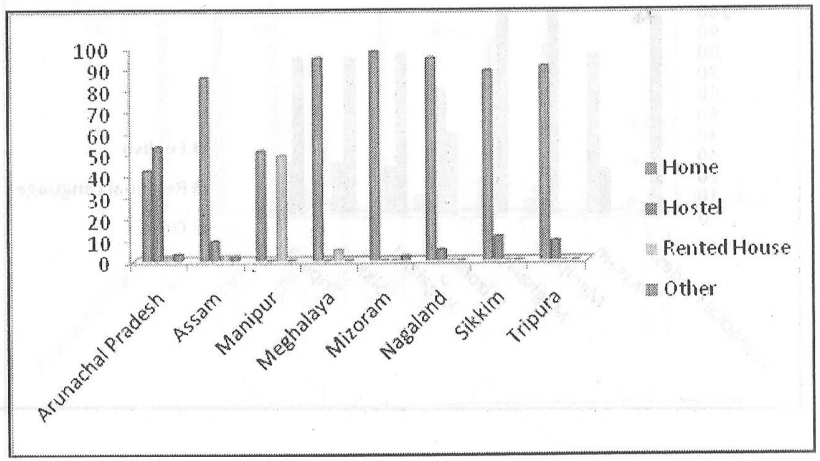


From the figure 5.14, it is clear that in case of medium of instruction, English is the first and foremost language as medium of instruction compared to the other languages in most of the states except Assam and Mizoram, where regional Languages have more acceptability.

Table 5.13: Percentage of Students' Residence Choice in School Educationin NE States

States	Students' Residence Choice			
	Home	Hostel	Rented House	Other
Arunachal Pradesh	42	53	2	3
Assam	86	9	2	2
Manipur	51	0	49	0
Meghalaya	95	0	5	0
Mizoram	98	0	0	2
Nagaland	95	5	0	0
Sikkim	89	11	0	0
Tripura	91	9	0	0

Figure 5.15: Bar Diagram of Students' Residence Choice in School Education in NE States

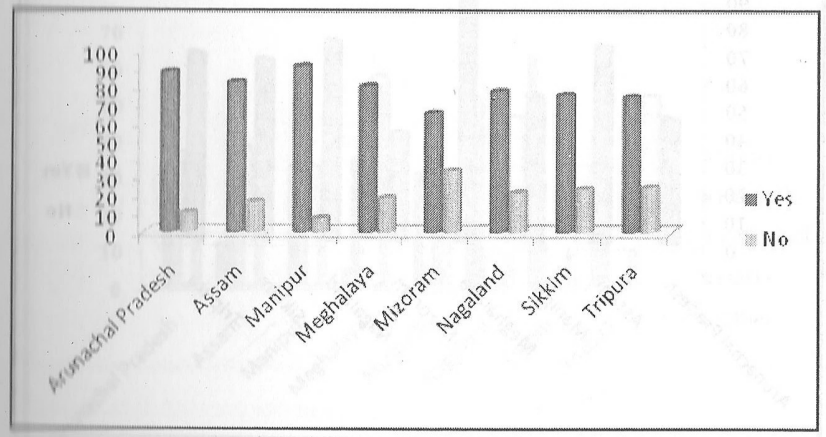


It has been found that the above graph shows students are very happy in staying at home compared to hostel, rented house and others for the completion of school education in almost all states except Arunachal Pradesh. This may be the reason of better access of hostel facility in this state.

Table 5.14: Percentage of Students' Knowledge about the Right to Education Act in NE States

States	Students' Knowledge about the RTE Act	
	Yes	No
Arunachal Pradesh	89	11
Assam	83	17
Manipur	92	8
Meghalaya	81	19
Mizoram	66	34
Nagaland	78	22
Sikkim	76	24
Tripura	75	25

Figure 5.16: Bar Diagram of Students' Knowledge about the Right to Education Act in NE States

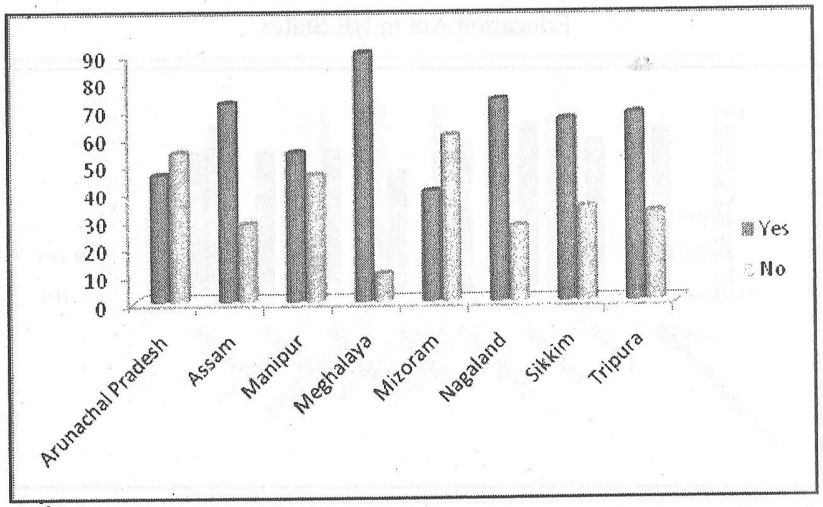


It is clear from the above diagrammatic presentation that most of the students of north east region happen to possess the knowledge regarding the Right to Education Act.

Table 5.15: Percentage of Students Interest on Sports in NE States

States	Students Interest on Sports	
	Yes	No
Arunachal Pradesh	46	54
Assam	72	28
Manipur	54	46
Meghalaya	90	10
Mizoram	40	60
Nagaland	73	27
Sikkim	66	34
Tripura	68	32

Figure 5.17: Bar Diagram of Students Interest on Sports in NE States

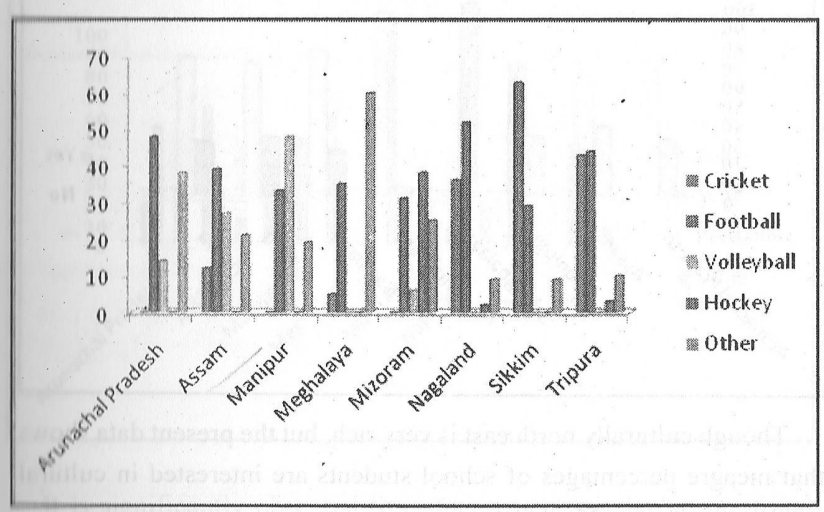


It has been observed from the above graph that students of north eastern states have much interest in sports but in Mizoram, the interest toward sports is less in percentage terms.

Table 5.16: Percentage of Students Interest on Types of Sports in NE States

States	Students Interest on Types of Sports				
	Cricket	Foot-ball	Volley-ball	Hockey	Other
Arunachal Pradesh	0	48	14	0	38
Assam	12	39	27	0	21
Manipur	0	33	48	0	19
Meghalaya	5	35	0	0	60
Mizoram	0	31	6	38	25
Nagaland	36	52	0	2	9
Sikkim	63	29	0	0	9
Tripura	43	44	0	3	10

Figure 5.18: Bar Diagram of Students Interest on Types of Sports in NE States

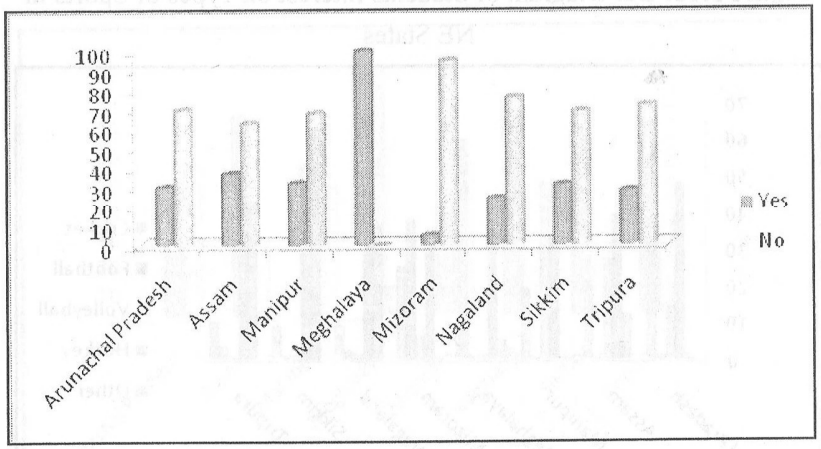


It is also found from the above graph that interest towards the choice of sports is football followed by other sports such as Cricket, Volleyball and Hockey. No such significant level of interest is noticeable in other NE states.

Table 5.17: Percentage of Students Cultural Interest in NE States

States	Students Cultural Interest	
	Yes	No
Arunachal Pradesh	30	70
Assam	37	63
Manipur	32	68
Meghalaya	100	0
Mizoram	5	95
Nagaland	24	76
Sikkim	31	69
Tripura	28	72

Figure 5.19: Bar Diagram of Students Cultural Interest in NE States

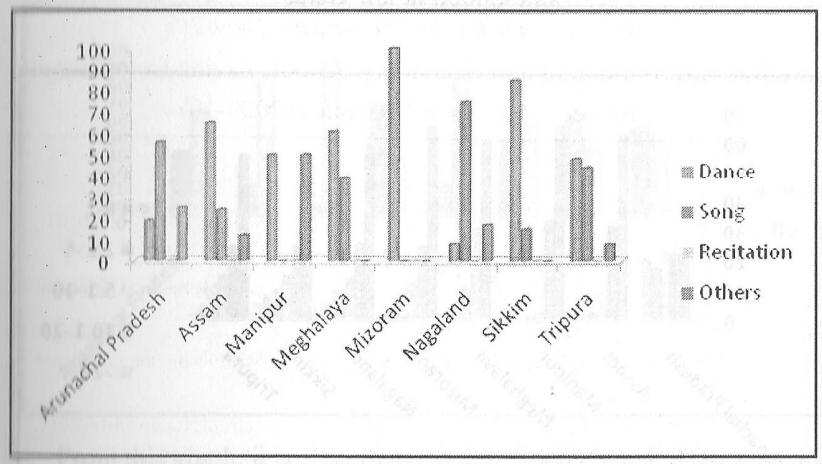


Though culturally north east is very rich, but the present data shows that meagre percentages of school students are interested in cultural activities except in Meghalaya.

Table 5.18: Percentage of Students Interest on Type of Cultural Programme in NE States

States	Interest on Type of Cultural Programme			
	Dance	Song	Recitation	Others
Arunachal Pradesh	19	56	0	25
Assam	65	24	0	12
Manipur	50	0	0	50
Meghalaya	61	39	0	0
Mizoram	100	0	0	0
Nagaland	8	75	0	17
Sikkim	85	15	0	0
Tripura	48	44	0	8

Figure 5.20: Bar Diagram of Students Interest on Type of Cultural Programme in NE States

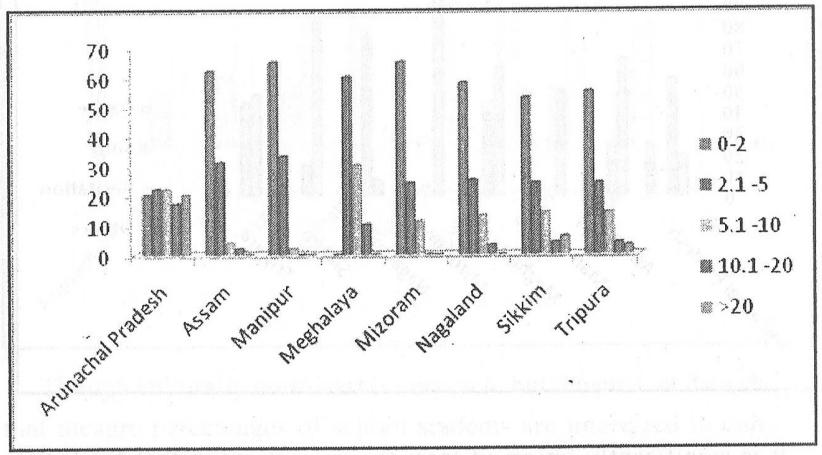


It is significantly observed from the present graph that the tribal people exhibit dance as the principal choice followed by song in most of the states. Although tribal people from some states have no distinct choice of cultural profile.

Table 5.19: Percentage of Distance between Students Residence and School in NE States

States	Distance between Students Residence and School				
	0-2	2.1 -5	5.1 -10	10.1 -20	>20
Arunachal Pradesh	20	22	22	17	20
Assam	62	31	4	2	0
Manipur	65	33	2	0	0
Meghalaya	0	60	30	10	0
Mizoram	65	24	11	0	0
Nagaland	58	25	13	3	0
Sikkim	53	24	14	4	6
Tripura	55	24	14	4	3

Figure 5.21: Bar Diagram of Distance between Students Residence and School in NE States

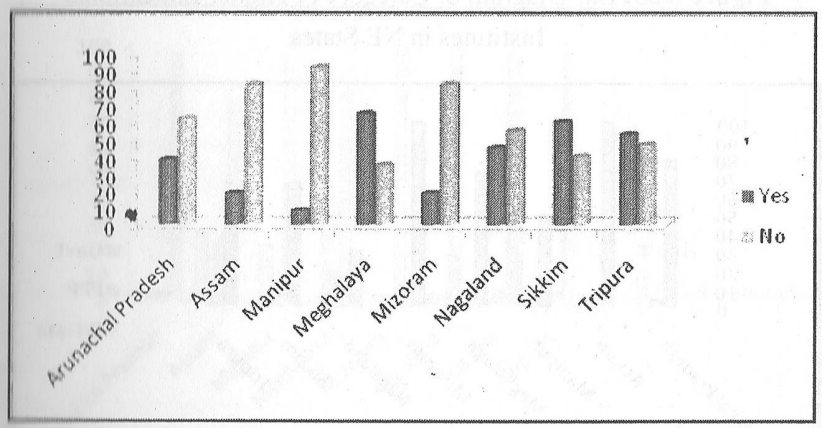


It is pivotal to mention from the above figure 5.21 that the maximum percentage of tribal students reside within a shorter distance from the school where studying.

Table 5.20: Percentage ofStudents taken Tuition in NE States

States	Tuition Taken by Students	
	Yes	No
Arunachal Pradesh	38	62
Assam	18	82
Manipur	8	92
Meghalaya	65	35
Mizoram	18	82
Nagaland	45	55
Sikkim	60	40
Tripura	53	47

Figure 5.22: Bar Diagram of Students taken Tuition in NE States



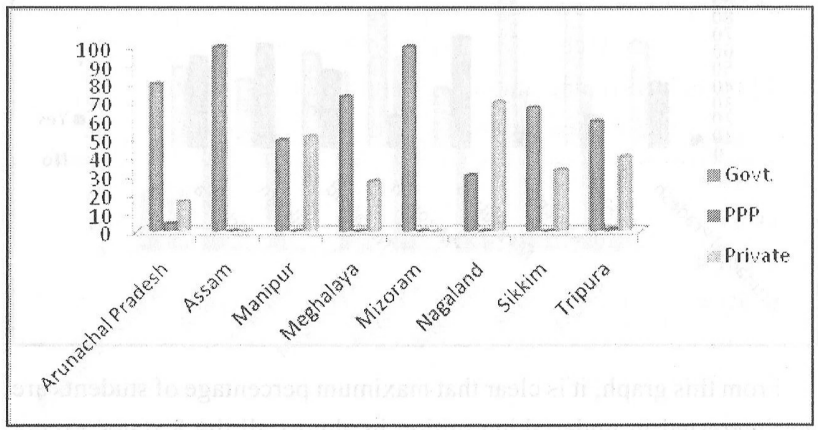
From this graph, it is clear that maximum percentage of students are not interested in undertaking tuition in almost all the 8 states except Meghalaya, Sikkim and Tripura. It may be the reason that the school environment is very healthy for teaching-learning or poverty may be the principal factor.

Higher (General and Technical) Education Information:

Table 5.21: Percentage of Category of Higher Educational Institutes in NE States

States	Category of Higher Educational Institutes		
	Govt.	PPP	Private
Arunachal Pradesh	80	4	16
Assam	100	0	0
Manipur	49	0	51
Meghalaya	73	0	27
Mizoram	100	0	0
Nagaland	30	0	70
Sikkim	67	0	33
Tripura	59	1	40

Figure 5.23: Bar Diagram of Category of Higher Educational Institutes in NE States

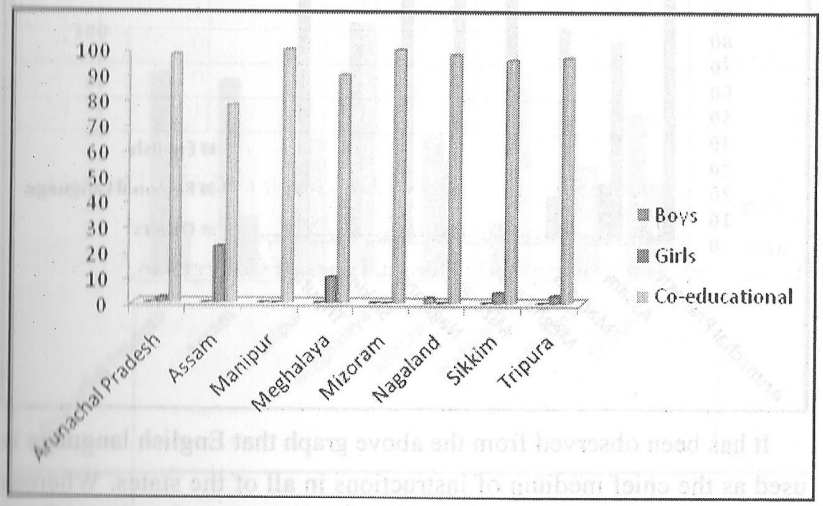


From the above graph, it is clear that maximum educational institutions are Govt. in all the 8 states. Whereas some private institutions are higher in Manipur and Nagaland. Some of the PPP model institutions are observed in Arunachal Pradesh and in Tripura.

Table 5.22: Percentage of Type of Higher Educational Institutes in NE States

States	Type of Higher Educational Institutes		
	Boys	Girls	Co-educational
Arunachal Pradesh	0	2	98
Assam	0	22	78
Manipur	0	0	100
Meghalaya	0	10	90
Mizoram	0	0	100
Nagaland	2	0	98
Sikkim	0	4	96
Tripura	0	3	97

Figure 5.24: Bar Diagram of Type of Higher Educational Institutes in NE States

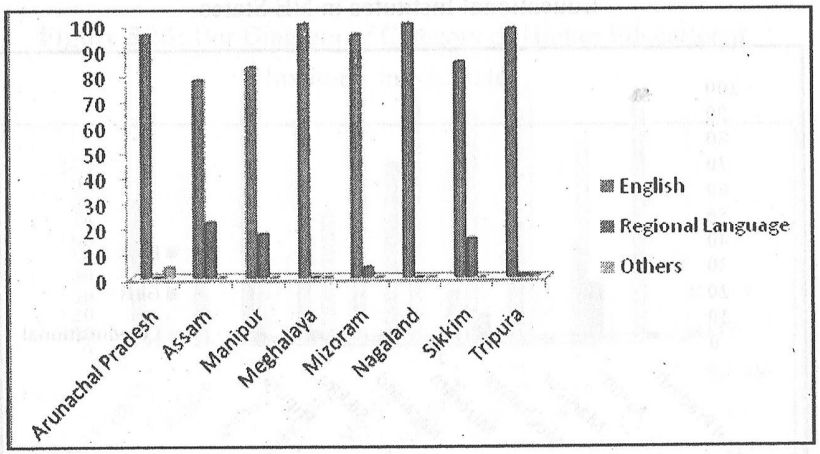


The graph represents that the Co-Educational institutes are predominant in almost every state. Institutions for girls are also present in some states. Educational institutes for boys are only found in Nagaland as per as the present primary data concerned.

Table 5.23: Percentage of Medium of Studies in Higher Education in NE States

States	Medium of Studies in Higher Education		
	English	Regional Language	Others
Arunachal Pradesh	96	0	4
Assam	78	22	0
Manipur	83	17	0
Meghalaya	100	0	0
Mizoram	96	4	0
Nagaland	100	0	0
Sikkim	85	15	0
Tripura	98	1	1

Figure 5.25: Bar Diagram of Medium of Studies in Higher Education in NE States

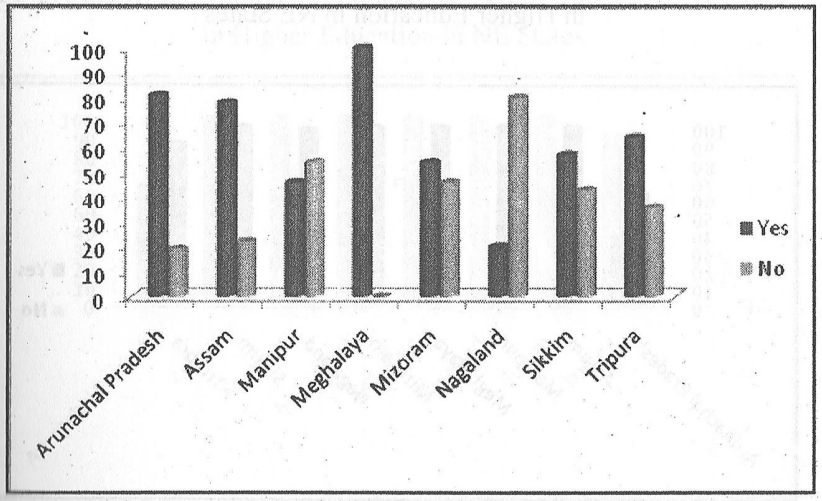


It has been observed from the above graph that English language is used as the chief medium of instructions in all of the states. Whereas regional languages dominate in Assam, Manipur and Sikkim compared to the other states. In Arunachal Pradesh and Tripura some other languages (may be tribal languages) are used as the medium of instruction to some extent.

Table 5.24: Percentage of Stipend Facility of Students in Higher Education in NE States

States	Stipend Facility of Students in Higher Education	
	Yes	No
Arunachal Pradesh	81	19
Assam	78	22
Manipur	46	54
Meghalaya	100	0
Mizoram	54	46
Nagaland	20	80
Sikkim	57	43
Tripura	64	36

Figure 5.26: Bar Diagram of Stipend Facility of Students in Higher Education in NE States

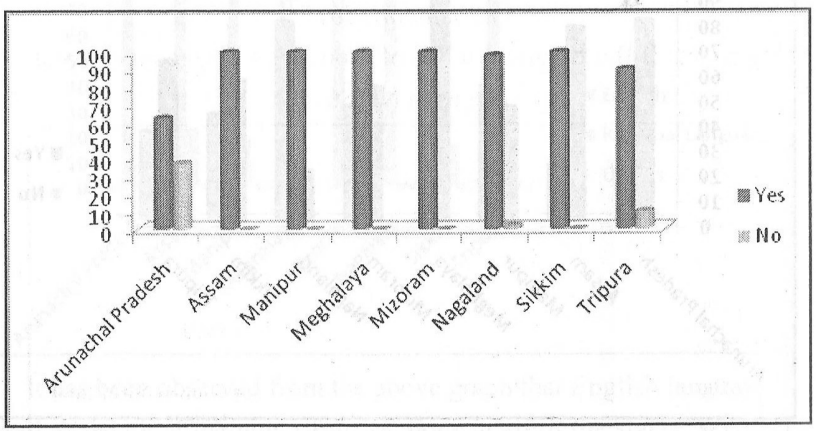


From the above presentation, it can be said that Meghalaya is the only state where stipend facility is 100%. Government stipends are discoursed significantly in Arunachal Pradesh, Assam and Tripura. In Nagaland stipend facility is at a negligible level.

Table 5.25: Percentage of Satisfaction about Quality of Teachers in Higher Education in NE States

States	Satisfaction of Quality of Teachers	
	Yes	No
Arunachal Pradesh	63	37
Assam	100	0
Manipur	100	0
Meghalaya	100	0
Mizoram	100	0
Nagaland	98	2
Sikkim	100	0
Tripura	90	10

Figure 5.27: Bar Diagram of Satisfaction about Quality of Teachers in Higher Education in NE States

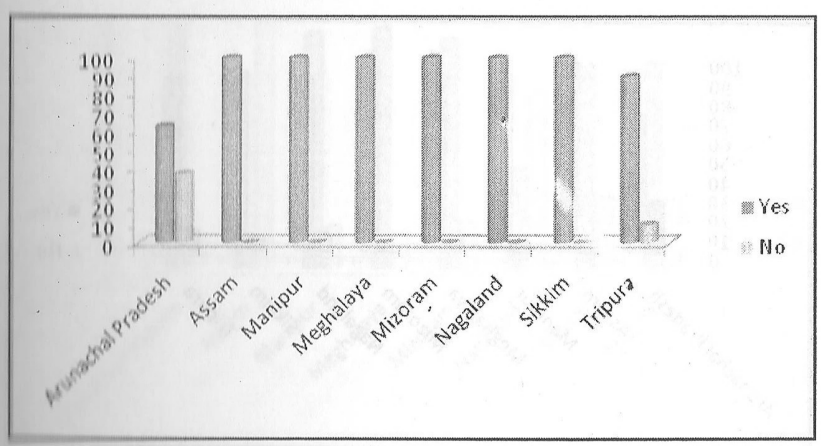


Regarding the satisfaction of quality of Teachers in educational institutions of north east states, the students of Arunachal Pradesh and Tripura do not found very much satisfaction in this respect. This is justified by this present primary data.

Table 5.26: Percentage of Satisfaction about Quantity of Teachers in Higher Education in NE States

States	Satisfaction of Quantity of Teachers	
	Yes	No
Arunachal Pradesh	63	37
Assam	100	0
Manipur	100	0
Meghalaya	100	0
Mizoram	100	0
Nagaland	100	0
Sikkim	100	0
Tripura	90	10

Figure 5.28: Bar Diagram of Satisfaction about Quantity of Teachers in Higher Education in NE States

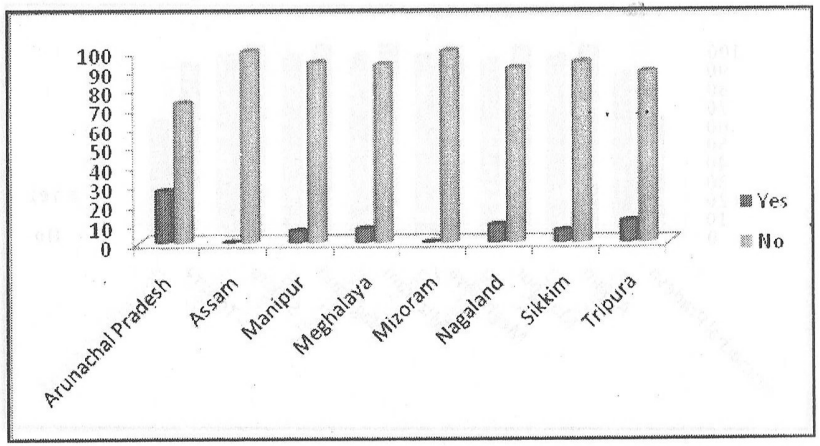


Again from the above graph, regarding satisfaction of quantity of Teachers in educational institutes of north east, the students of Arunachal Pradesh followed by Tripura do not possess requisite satisfaction in this respect which is justified by the primary data.

Table 5.27: Percentage of Placement Cell in Higher Education Institute in NE States

States	Placement Cell in Educational Institute	
	Yes	No
Arunachal Pradesh	27	73
Assam	0	100
Manipur	6	94
Meghalaya	7	93
Mizoram	0	100
Nagaland	9	91
Sikkim	6	94
Tripura	11	89

Figure 5.29: Bar Diagram of Placement Cell in Higher Education Institute in NE States

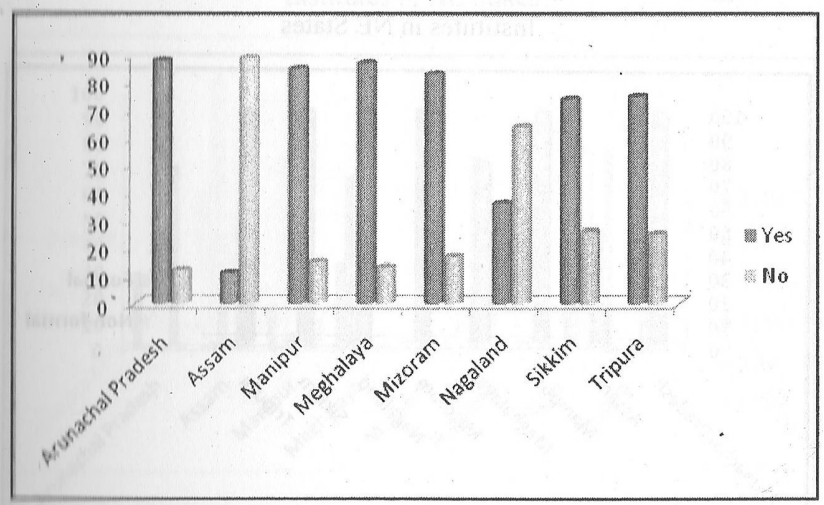


Arunachal Pradesh, Tripura and Nagaland are the only three leading states having the placement cell in the higher educational institutes, whereas the primary data shows that complete absence of placement cells is noticed in Assam and Mizoram.

Table 5.28: Percentage of Continuity of Higher Studies in future in NE States

States	Continuity of Higher Study in future	
	Yes	No
Arunachal Pradesh	88	12
Assam	11	89
Manipur	85	15
Meghalaya	87	13
Mizoram	83	17
Nagaland	36	64
Sikkim	74	26
Tripura	75	25

Figure 5.30: Bar Diagram of Continuity of Higher Studies in future in NE States



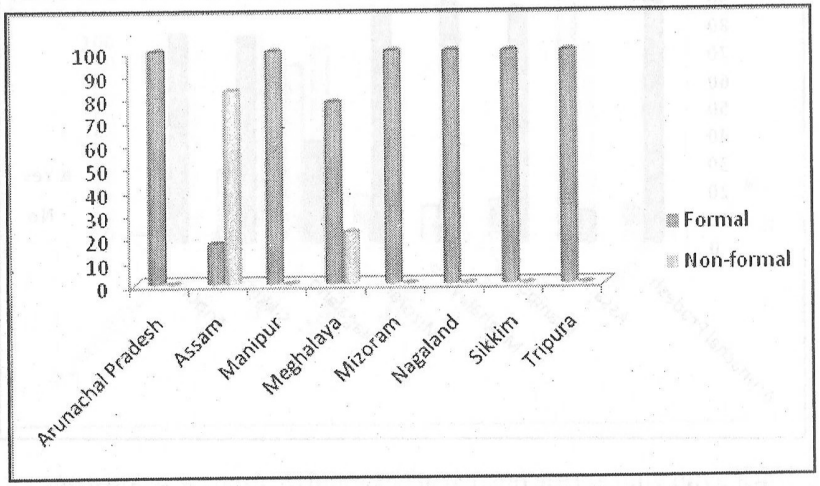
From the above graph, regarding the continuity of study in future, Arunachal Pradesh is in the leading position followed by the other states except Assam and Nagaland.

Vocational Education Information:

Table 5.29: Percentage of Types of Training in Vocational Institutes in NE States

States	Types of Training in Vocational Institutes	
	Formal	Non-formal
Arunachal Pradesh	100	0
Assam	17	83
Manipur	100	0
Meghalaya	78	22
Mizoram	100	0
Nagaland	100	0
Sikkim	100	0
Tripura	100	0

Figure 5.31: Bar Diagram of Types of Training in Vocational Institutes in NE States

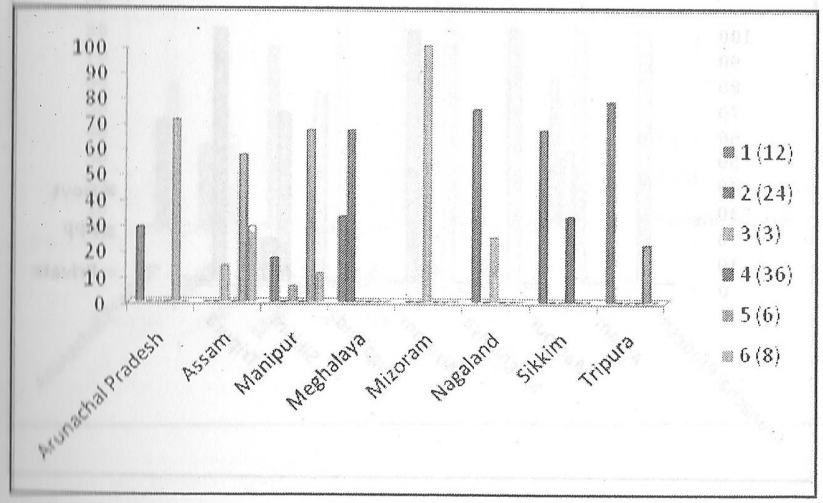


From the above figure 5.31, it has been observed that except Assam and Meghalaya to a little extent, all other states have vocational institutes with formal mode of training facilities.

Table 5.30: Percentage of Duration of Trades in Vocational Institutes in NE States

States	Duration of Trades in Vocational Institute (in Months)					
	1 (12)	2 (24)	3 (3)	4 (36)	5 (6)	6 (8)
Arunachal Pradesh	29	0	0	0	71	0
Assam	0	0	14	0	57	29
Manipur	17	0	6	0	67	11
Meghalaya	33	67	0	0	0	0
Mizoram	0	0	100	0	0	0
Nagaland	75	0	25	0	0	0
Sikkim	67	0	0	33	0	0
Tripura	78	0	0	0	22	0

Figure 5.32: Bar Diagram of Duration of Trades in Vocational Institutes in NE States

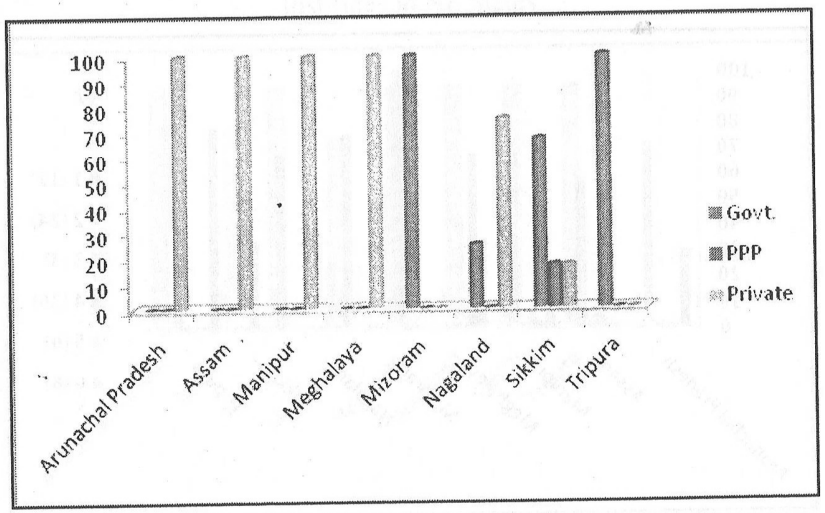


The graph shows that most of the north east states have twelve months duration courses followed by six and three months duration courses, whereas only the Mizoram state have all three months duration courses.

Table 5.31: Percentage of Vocational Institutions Category in NE States

States	Category of Vocational Institution		
	Govt.	PPP	Private
Arunachal Pradesh	0	0	100
Assam	0	0	100
Manipur	0	0	100
Meghalaya	0	0	100
Mizoram	100	0	0
Nagaland	25	0	75
Sikkim	67	17	17
Tripura	100	0	0

Figure 5.33: Bar Diagram of Vocational Institutions Category in NE States

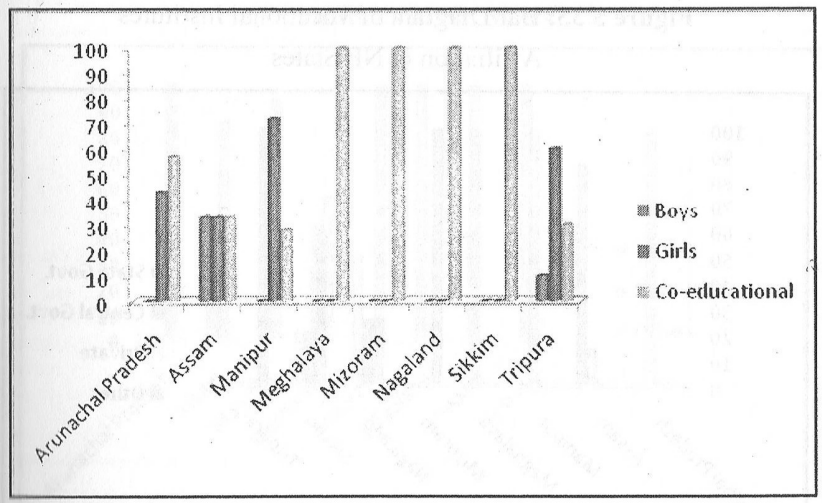


Except Mizoram and Tripura, most of the other vocational institutions are of Private category. On the other hand, Sikkim has three categories of vocational institutions.

Table 5.32: Percentage of Vocational Institutes Type in NE States

States	Types of Vocational Institutes		
	Boys	Girls	Co-Educational
Arunachal Pradesh	0	43	57
Assam	33	33	33
Manipur	0	72	28
Meghalaya	0	0	100
Mizoram	0	0	100
Nagaland	0	0	100
Sikkim	0	0	100
Tripura	10	60	30

Figure 5.34: Bar Diagram of Vocational Institutes Type in NE States

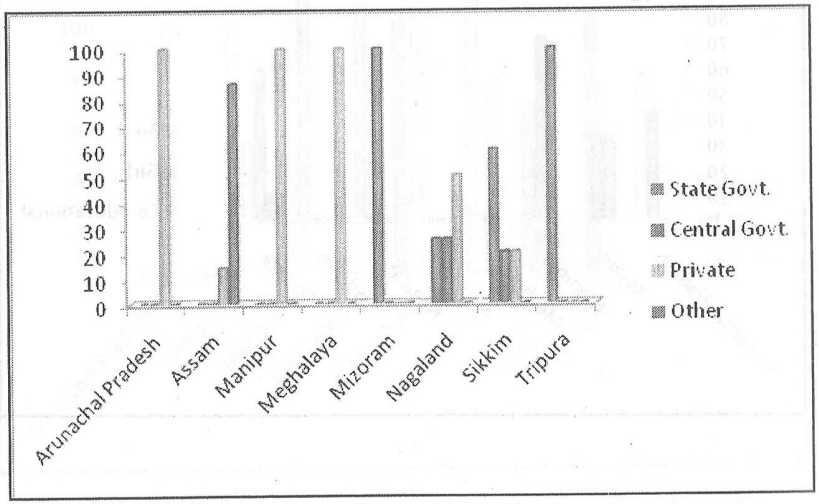


Tripura is followed by Manipur as far as the Girls' vocational institutes are concerned. In Meghalaya, Mizoram, Nagaland and Sikkim all vocational institutes follow the coeducational format.

Table 5.33: Percentage of Vocational Institutes Affiliation in NE States

States	Affiliation of Vocational Institutes			
	State Govt.	Central Govt.	Private	Other
Arunachal Pradesh	0	0	100	0
Assam	0	0	14	86
Manipur	0	0	100	0
Meghalaya	0	0	100	0
Mizoram	100	0	0	0
Nagaland	25	25	50	0
Sikkim	60	20	20	0
Tripura	100	0	0	0

Figure 5.35: Bar Diagram of Vocational Institutes Affiliation in NE States

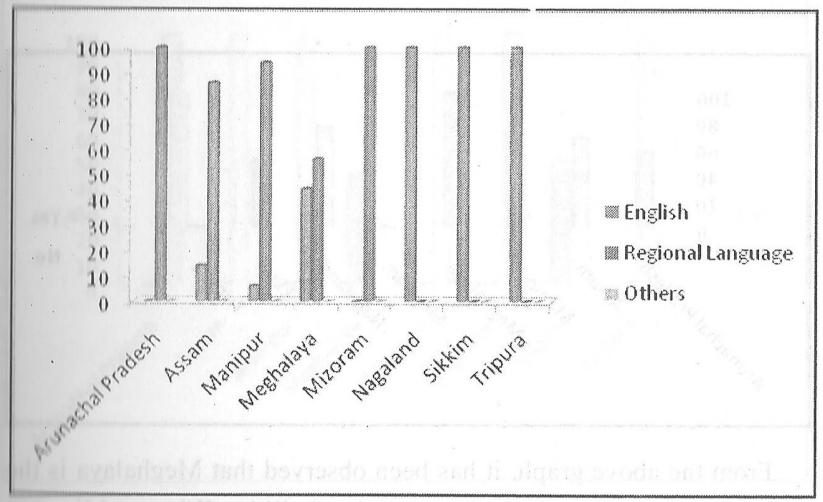


Private vocational institutes are leading in 8 north-east states. Only Mizoram and Tripura vocational institutes are public funded.

Table 5.34: Percentage of Medium of Study in Vocational Institutes in NE States

States	Medium of Study in Vocational Institutes		
	English	Regional Language	Others
Arunachal Pradesh	0	100	0
Assam	14	86	0
Manipur	6	94	0
Meghalaya	44	56	0
Mizoram	0	100	0
Nagaland	100	0	0
Sikkim	100	0	0
Tripura	100	0	0

Figure 5.36: Bar Diagram of Medium of Study in Vocational Institutes in NE States

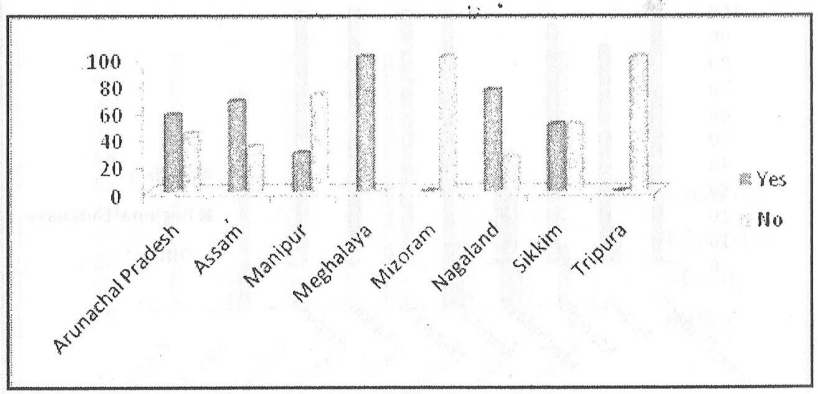


As a medium of instruction, English language is used in all vocational institutes of Nagaland, Sikkim and Tripura. Institutes of Assam and Meghalaya use both the languages, whereas Regional language is used in other three states.

Table 5.35: Percentage of Training/Internship Facility of Students in Vocational Institutes in NEStates

States	Training/Internship Facility of Students	
	Yes	No
Arunachal Pradesh	57	43
Assam	67	33
Manipur	28	72
Meghalaya	100	0
Mizoram	0	100
Nagaland	75	25
Sikkim	50	50
Tripura	0	100

Figure 5.37: Bar Diagram of Training/Internship Facility of Students in Vocational Institutes in NE States

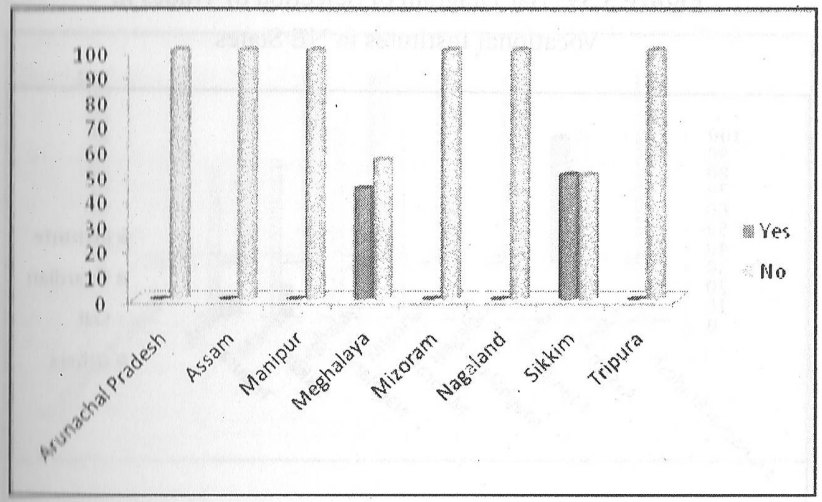


From the above graph, it has been observed that Meghalaya is the only state where all institutes have training facilities. Whereas Mizoram and Tripura has no institution where training/internship facility are available. On the other hand Arunachal Pradesh, Assam, Nagaland and Sikkim have such facility but in less numbers.

Table 5.36: Percentage of Placement Cell in Vocational Institutes in NE States

States	Placement Cell in Vocational Institutes	
	Yes	No
Arunachal Pradesh	0	100
Assam	0	100
Manipur	0	100
Meghalaya	44	56
Mizoram	0	100
Nagaland	0	100
Sikkim	50	50
Tripura	0	100

Figure 5.38: Bar Diagram of Placement Cell in Vocational Institutes in NE States

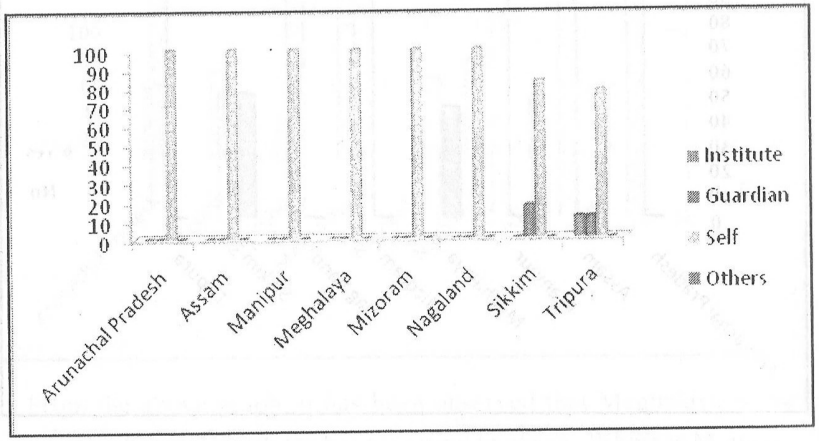


From the above figure it is noticed that few vocational institutes of Meghalaya and Sikkim have some active placement cell compared to the other states in north east as per the primary data concerns.

Table 5.37: Percentage of Selection of Trades in Vocational Institutes in NE States

States	Selection of Trades in Vocational Institutes by			
	Institute	Guardian	Self	Others
Arunachal Pradesh	0	0	100	0
Assam	0	0	100	0
Manipur	0	0	100	0
Meghalaya	0	0	100	0
Mizoram	0	0	100	0
Nagaland	0	0	100	0
Sikkim	0	17	83	0
Tripura	11	11	78	0

Figure 5.39: Bar Diagram of Selection of Trades in Vocational Institutes in NE States

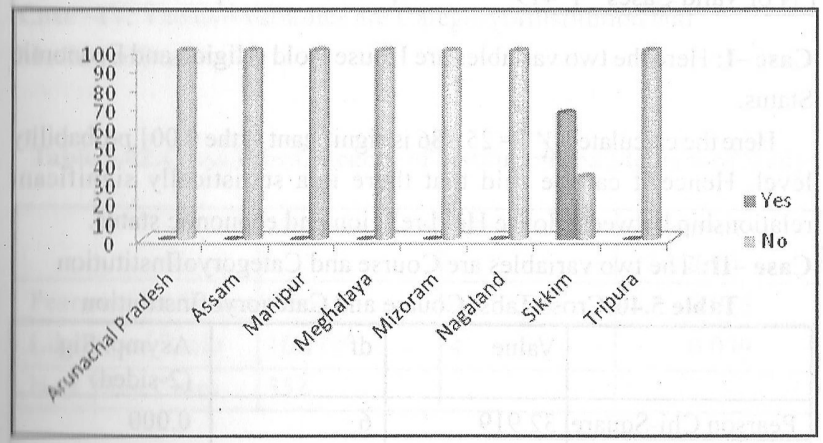


From the above bar diagram, it can be concluded that a self-choice based trade selection in vocational institutes is significantly higher in comparison to other sources such as guardians, institutes or others.

Table 5.38: Percentage of Hostel Facility of Students in Vocational Institutes in NE States

States	Hostel Facility of Students	
	Yes	No
Arunachal Pradesh	0	100
Assam	0	100
Manipur	0	100
Meghalaya	0	100
Mizoram	0	100
Nagaland	0	100
Sikkim	67	33
Tripura	0	100

Figure 5.40: Bar Diagram of Hostel Facility of Students in Vocational Institutes in NE States



It has been observed from the above bar diagram that only Sikkim provides hostel facility to the students of vocational institutes vis-à-vis other 8 north eastern states.

5.3 CrossTabulations and Chi-Square Analysis:

The Chi-Square (χ^2) measure tests the hypothesis that the two variables (row & column) in a Cross-tabulation are independent of one another. While the χ^2 measures may indicate that there is a relationship between two variables, they do not indicate the strength or direction of the relationship.

Table 5.39: Cross Tabs: House Hold Religion and Economic Status

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.186	3	0.000
Likelihood Ratio	23.726	3	0.000
Linear-by-Linear Association	6.821	1	0.009
N of Valid Cases	419		

Case –I: Here the two variables are House Hold religion and Economic Status.

Here the calculated $\chi^2 = 25.186$ is significant at the 0.001 probability level. Hence it can be said that there is a statistically significant relationship between House Hold religion and economic status.

Case –II: The two variables are Course and CategoryofInstitution

Table 5.40: Cross Tabs: Course and CategoryofInstitution

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.919	6	0.000
Likelihood Ratio	31.590	6	0.000
N of Valid Cases	352		

Since the calculated $\chi^2 = 32.919$ is significant at the 0.001 probability level then there is a significant relationship between the course and categoryof institution for higher education.

Case –III: Here the two variables are Type and Affiliation of the Institution

Table 5.41: Cross Tabs:Type and Affiliation of the Institution

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.153	6	0.979
Likelihood Ratio	2.061	6	0.914
N of Valid Cases	350		

Since the calculated $\chi^2 = 1.153$ is insignificant at the 0.001 probability level then it can be say that there is no significant relationship between type and affiliation of the institution in case of higher education.

Case –IV: The two variables are CategoryofInstitution and MediumofStudy

Table 5.42: Cross Tabs:Category of Institution and Medium of Study

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.363	4	0.053
Likelihood Ratio	10.112	4	0.039
N of Valid Cases	352		

Here the calculated $\chi^2 = 9.363$ for 4 df, which is insignificant at the 0.001 probability level. Hence there is no significant relationship between category of institution and medium of study.

Case –V: Here the two variables are Type of Institution and Infrastructure Satisfaction

Table 5.43: Cross Tabs:Institution Type and Satisfaction of Infrastructure

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.610	2	0.737
Likelihood Ratio	0.831	2	0.660
Linear-by-Linear Association	0.607	1	0.436
N of Valid Cases	348		

Since the calculated $\chi^2 = 0.610$is insignificant at 0.001 probability level then it can be conclude that there is no significant relationship between type and infrastructure satisfaction of the higher educational institutes.

Case –VI: The two variables are Category and Infrastructure Satisfaction of the Institution

Table 5.44: Cross Tabs:Institution Category and Satisfaction of Infrastructure

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.869	2	0.001
Likelihood Ratio	16.701	2	0.000
Linear-by-Linear Association	14.019	1	0.000
N of Valid Cases	350		

Here the calculated $\chi^2 = 14.869$is significant at the 0.001 probability level then it can be say that there is a significant relationship between category and infrastructure satisfaction of the institution.

Case –VII: Here the variables are Affiliation andInfrastructure Satisfaction of the Institution

Table 5.45: Cross Tabs:Institution Affiliation and Satisfaction of Infrastructure

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.489	3	0.006
Likelihood Ratio	14.311	3	0.003
N of Valid Cases	350		

Since the calculated $\chi^2 = 12.489$is insignificant at the 0.001 probability level then it can be say that there is no significant relationship between affiliation and infrastructure satisfaction of the higher educational institution.

Case –VIII: Two variables are TrainingType and CategoryofInstitution

Table 5.46: Cross Tabs:TrainingType and CategoryofInstitution

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.882	2	0.237
Likelihood Ratio	4.670	2	0.097
N of Valid Cases	60		

Here the calculated $\chi^2 = 2.882$is insignificant for 2 df at the 0.001 probability level, then it may be say that there is no significant relationship between Training type and categoryof vocational institution in 8 north-eastern states.

Case –IX: Here the two variables are Type and Categoryof Vocational Institution

Table 5.47: Cross Tabs:Type and Categoryof Vocational Institution

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.658	4	0.617
Likelihood Ratio	3.244	4	0.518
N of Valid Cases	62		

Since the calculated $\chi^2 = 2.65$ is insignificant at the 0.001 probability level then it can be say that there is no such relationship between type and categoryof vocational institution.

Case –X: In this case two variables are Typeof vocational institution and Facility of Training

Table 5.48: Cross Tabs:Typeof Vocational Institution and Facility of Training

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.005	1	0.946		
Continuity Correction	0.000	1	1.000		
Likelihood Ratio	0.005	1	0.946		
Fisher's Exact Test				1.000	0.625
Linear-by-Linear Association	0.005	1	0.946		
N of Valid Cases	60				

Since the calculated $\chi^2 = 0.005$is insignificant at the 0.001 probability level then it means that there is no significant relationship between typeof vocational institution and facility of training.

Case –XI: Here the two variables are TypeofTraining and Stipend Facility

Table 5.49: Cross Tabs:Type of Training and Stipend Facility

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.779	1	0.182		
Continuity Correction	0.663	1	0.416		
Likelihood Ratio	3.036	1	0.081		
Fisher's Exact Test				0.330	0.222
Linear-by-Linear Association	1.749	1	0.186		
N of Valid Cases	60				

Since the calculated $\chi^2 = 1.779$is insignificant at the 0.001 probability level then it can be say that there is no significant relationship between typeofTraining and stipend facility in case of vocational studies.

Case –XII: Here the two variables are Affiliation of the institution and Hostelfacility

Table 5.50: Cross Tabs:Affiliation of the institution and Hostelfacility

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	9.526	3	0.023
Likelihood Ratio	4.554	3	0.207
Linear-by-Linear Association	1.095	1	0.295
N of Valid Cases	61		

Since the calculated $\chi^2 = 9.526$is insignificant at the 0.001 probability level then it may be say that there is no such relationship between affiliation of the institution and hostelfacility.

Case –XIII: Here the two variables are Category and Placement Cellof the Institution

Table 5.51: Cross Tabs:Category and Placement Cellof the Institution

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	8.140	2	0.017
Likelihood Ratio	4.662	2	0.097
N of Valid Cases	62		

Here the calculated $\chi^2 = 8.140$is insignificant for 2 df at 0.001 probability level then it can be say that there is no significant relationship between category and placement cellof the Institution

Case –XIV: The two variables are CategoryofInstitution and Medium of Study

Table 5.52: Cross Tabs:CategoryofInstitution and MediumofStudy

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	22.406	2	0.000
Likelihood Ratio	23.883	2	0.000
N of Valid Cases	62		

Since the calculated $\chi^2 = 22.406$ is significant at the 0.001 probability level then it can be say that there is a statistically significant relationship between categoryof the institution and mediumof study in case of vocational studies.

5.4 Ordinal Logistic Regression Analysis:

In this ordinal logistic regression analysis education level is treated as dependent variable, classified as Illiterate, school education and higher education. On the other hand, House Hold (HH) economic status can be taken as factors and classified as APL & BPL

Table 5.53: Case Processing Summary of Ordinal Regression

		N	Marginal Percentage
Education Level	Illiterate	96	19.1%
	School Education	110	21.9%
	Higher Education	296	59.0%
HHEconomicStatus	APL	402	80.1%
	BPL	100	19.9%
	Valid	502	100.0%
	Missing	21	
	Total	523	

The data were collected on 523 tribal students/people from 8 north-east states. The outcome measure in this analysis is Education Level from which it can be checked that what relationship exists with House Hold (HH) Economic Status and House Hold (HH) size. The response variable Education Level is going to be treated as ordinal under the assumption that the parts of Education Level have a natural ordering, but the distances between adjacent parts are unknown.

Table 5.54: Model Fitting Information of Ordinal Regression

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	148.054			
Final	117.428	30.626	2	0.000

Here from the above Table 5.54 it can be say that the null hypothesis is that all of the regression coefficients in the model are equal to zero.

In other words, this is the probability of obtaining this χ^2 statistic

Table 5.55: Parameter Estimates by Ordinal Logistic Regression Method

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Education Level = 0]	0.034	0.295	0.013	1	0.909	-0.544	0.611
	[Education Level = 1]	1.171	0.298	15.391	1	0.000	0.586	1.756
Location	House HoldSize	0.258	0.067	14.987	1	0.000	0.127	0.388
	[House Hold Economic Status=1]	0.843	0.214	15.477	1	0.000	0.423	1.264
	[House Hold Economic Status=2]	0	.	.			0	

(30.626) if there is in fact no effect of the predictor variables. The small 'p' value <0.00001 would lead to conclude reject the null hypothesis, i.e., at least one of the regression coefficients in the model is not equal to zero.

From the above Table 5.55 the threshold represents the response variable in the ordered logistic regression analysis. There are the ordered log odds (logit) regression coefficients. The odds ratio of the predictors can be calculated by exponentiating the estimate. In this problem the ordered logit for house hold size being in a higher education level is 0.258 less than others, when the other variables in the model are held constant.

A one unit increase in house hold economic status-1 scores would result in a 0.843 unit increase in the ordered log-odds of being in a higher education level, while the other variables in the model are held constant.

Next column contains the standard error, is used in calculation of Wald test statistic, 'p'-value and confidence interval of the regression coefficient.

The Wald test statistic for the predictor house hold size is 14.987 with an associated 'p' value < 0.0001, thenthe null hypothesismay be reject and conclude that the regression coefficient for house hold size has been found to be statistically different from zero in estimating education level given that economic status-1 is in the model.

The Wald test statistic for the predictor House Hold Economic Status-1is 15.477 with an associated 'p' value < 0.0001, then the null hypothesis may be reject and conclude that the regression coefficient for House Hold Economic Status-1 has been found to be statistically different from zero in estimating education level given that house hold size is in the model.

Chapter VI
Tribal Educational Scenario in NER: A Secondary Data Analysis

6.1 Introduction:

India's North East Region (NER) is an area befested, with rich diversity, reflected in the multitude of cultures, religions, languages and racial stock. The population of this area consists of different tribes, communities and social groups. The prevalence of such pluralism has made the social fabric unique, consequently distributing differently social and economic opportunities on the lines of tribes and affiliations. The region has large tracts of hinterland, hilly terrain and dense forest. At the geographical level also, the region has pervasive and diverse features. Such divergence in ecology and geography has ensured an occupational and spatial differentiation between the tribes of this region.

North-East India is characterized by lack of infrastructural facilities, poverty and indebtedness, which has led to the perpetuation of layers of inequalities and disparities at various levels. As a result, not only have certain deprived groups and sections of population been unable to partake in the process of development, but also very pace of the country's process of socio-economic development has been affected. And this is particularly severe in the case of schedule tribes as they not only live in hinterlands, bereft of basic amenities of modern life, but are also socially and economically marginalized. Their social deprivation is aptly reflected in their educational backwardness. In this context it can be said that, tribal area of north-east region is the least developed area and the tribals are the worst sufferers as they are doubly disadvantaged.

Education provides the underpinning to any vision of North-East Region (NER). Education is the key input for the development of individual as well as the society. Education is accepted as one of the

crucial inputs for nation building and is considered as the best equalizer among all emerging inequalities, and is universally acknowledged as one of the key inputs contributing to the process of individual and national development. Infact, the lack of quality education limits the growth process. Further, a specific focus on children, womenand youth is vital in this region. Recent population growth inmany of the NER states suggests that a large proportion of the population is less than 14 years,accounting for as much as 40 and 42% of the state population in Arunachal Pradesh andMeghalaya respectively. In its broader sense, education will be the critical input for equippingthese young people to expand their life choices.

An important measure of human development is the extent to which people's capabilitiesare maximized to participate meaningfully in political and economic activities. Increase in capabilities increases freedom over their life choices. People's capabilities are built and enhanced by expanding opportunities so that they can access knowledge and improve their skills, and by providing them with a healthy environment in which they can exercise their livelihood choices. In this context, it becomes vital to build people's capacities if they are to contribute, to participate and to benefit from the region's development. Education is the key to build this capacity.

In this regard, primary data about educational status of tribal people have been collected and analyzed. Still it is felt that secondary data analysis on this is also necessary. That's why, the secondary data analysis has been taken up in this chapter.

6.2 Needs of Secondary Data Analysis:

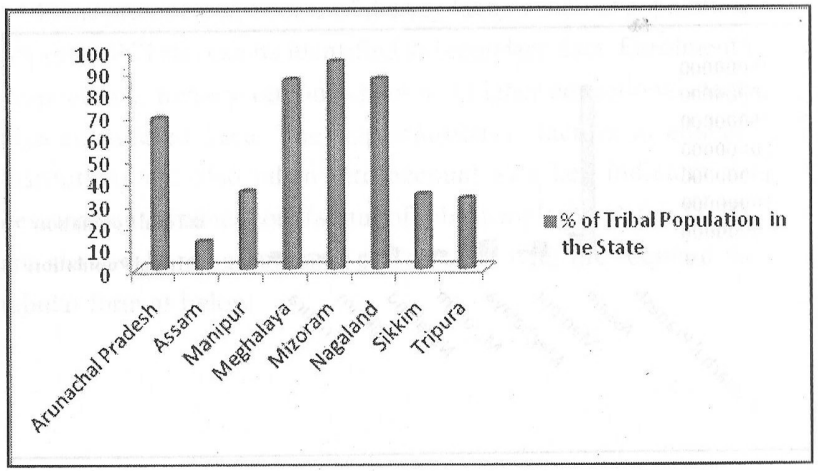
Secondary data analysis can be literally defined as 'second-hand' analysis. It is the analysis of data that was either gathered by someone else (e.g., government documents, official statistics, technical reports, scholarly journals, trade journals, review articles, reference books,

Table 6.2: Percentage of Tribal Population in the NE State

States	Percentage of Tribal Population
Arunachal Pradesh	69
Assam	12
Manipur	35
Meghalaya	86
Mizoram	94
Nagaland	86
Sikkim	33
Tripura	32

Source: Registrar General of India, Census 2011

Figure 6.2: Bar diagram of Tribal Population (%) in NE States



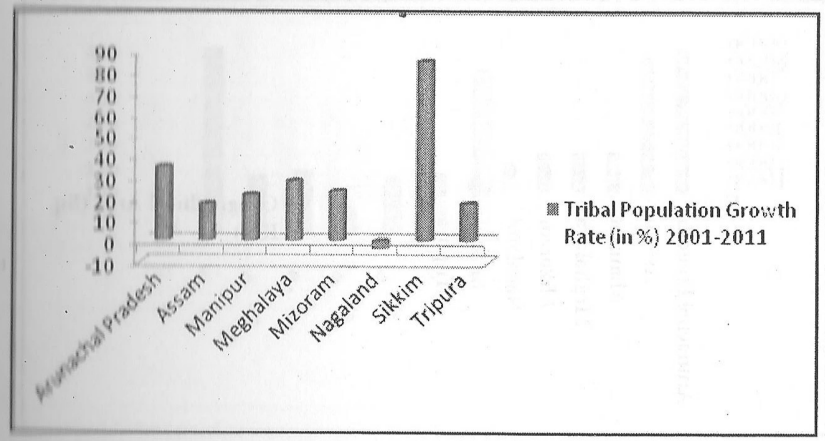
Here is also seen from the above diagram 6.2, that Mizoram and Assam register the highest and lowest percentages of tribal population compared to the remaining states of north east region (94% and 12% respectively).

Table 6.3: Tribal Population Growth Rate (%) in 2001-2011 in NE States

States	Tribal Population Growth Rate
Arunachal Pradesh	35.0
Assam	17.4
Manipur	21.8
Meghalaya	28.3
Mizoram	23.4
Nagaland	(-) 3.6
Sikkim	85.2
Tripura	17.5

Source: Registrar General of India, Census 2011

Figure 6.3: Bar diagram of Tribal Population Growth Rate (%) in 2001-2011in NE States



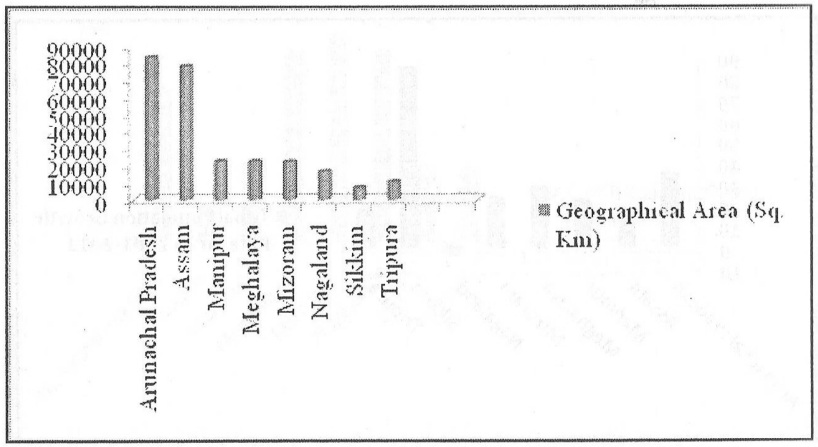
The above bar diagram shows that the tribal Population Growth Rate (%) in 2001-2011is very high in Sikkim (85.20%). Whereas Nagaland is the only state where the growth rate is negative or decreasing is (-3.6%).

Table 6.4: Geographical Area (Sq. Km) of each NE States

States	Geographical Area (Sq. Km)
Arunachal Pradesh	83743
Assam	78438
Manipur	22327
Meghalaya	22429
Mizoram	22081
Nagaland	16579
Sikkim	7098
Tripura	10486

Source: Registrar General of India, Census 2011

Figure 6.4: Bar diagram of Geographical Area (Sq. Km)in NE States



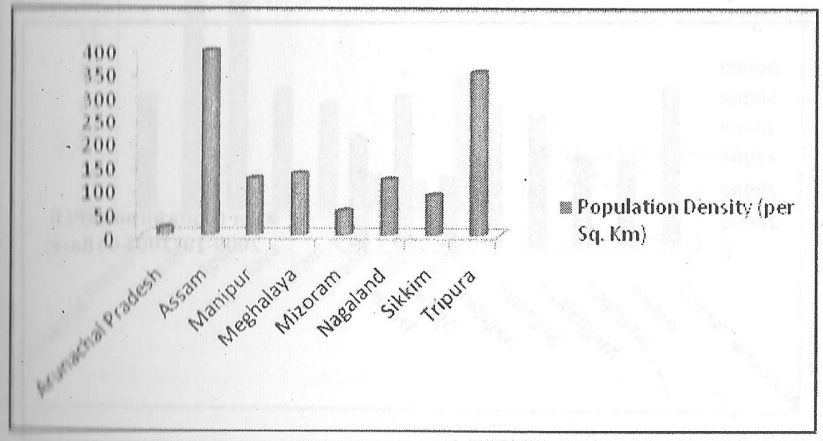
It has been observed from the above figure that Arunachal Pradesh and Assam are the two big states containing highest geographical area (Km^2). Whereas Tripura and Sikkim are the two smallest states in this north east region.

Table 6.5: Population Density (per Sq. Km) in NE States

States	Population Density (per Sq. Km)
Arunachal Pradesh	17
Assam	397
Manipur	122
Meghalaya	132
Mizoram	52
Nagaland	119
Sikkim	86
Tripura	350

Source: Registrar General of India, Census 2011

Figure 6.5: Bar diagram of Population Density (per Sq. Km) in NE States



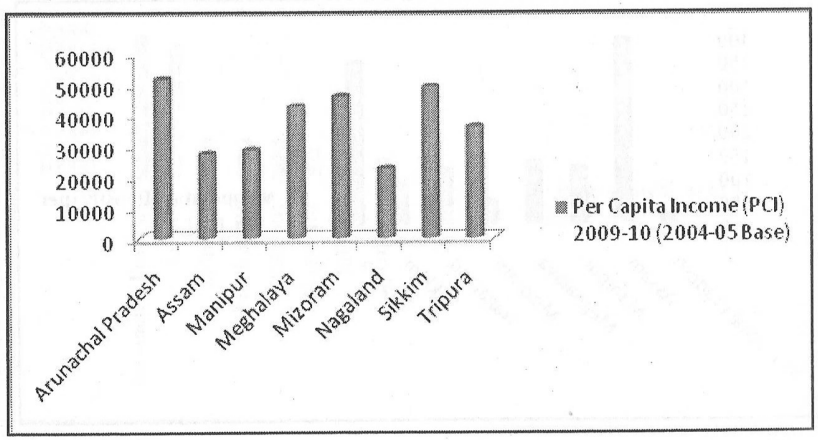
The graph represents that Assam and Tripura have the higher level of population density. On the other hand Arunachal Pradesh has the lowest population density in the entire north east region followed by Mizoram.

Table 6.6: Per Capita Income (PCI) 2009-10 (2004-05 Base) in NE States

States	Per Capita Income (PCI) 2009-10 (2004-05 base)
Arunachal Pradesh	51644
Assam	27197
Manipur	28531
Meghalaya	42601
Mizoram	45982
Nagaland	22418
Sikkim	48937
Tripura	35799

Source: State Domestic Product (State Series), Ministry of Statistics & Programme Implementation CSO

Figure 6.6: Bar diagram of Per Capita Income (PCI) 2009-10 (2004-05 base) in NE States



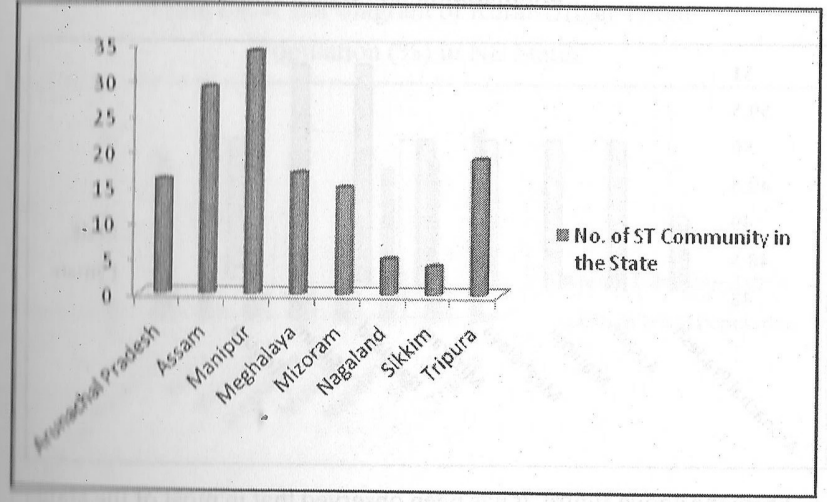
From the above figure 6.6, it has been clear that Per Capita Income (PCI) is the highest in Arunachal Pradesh followed by Mizoram, Meghalaya, Sikkim and Tripura. Whereas Nagaland registers the state of lowest PCI.

Table 6.7: No. of ST Community in NE States

States	No. of ST Community in the State
Arunachal Pradesh	16
Assam	29
Manipur	34
Meghalaya	17
Mizoram	15
Nagaland	5
Sikkim	4
Tripura	19

Source: http://tribal.nic.in/Content/scheduledtribes.aspx

Figure 6.7: Bar diagram of different ST Community in NE States



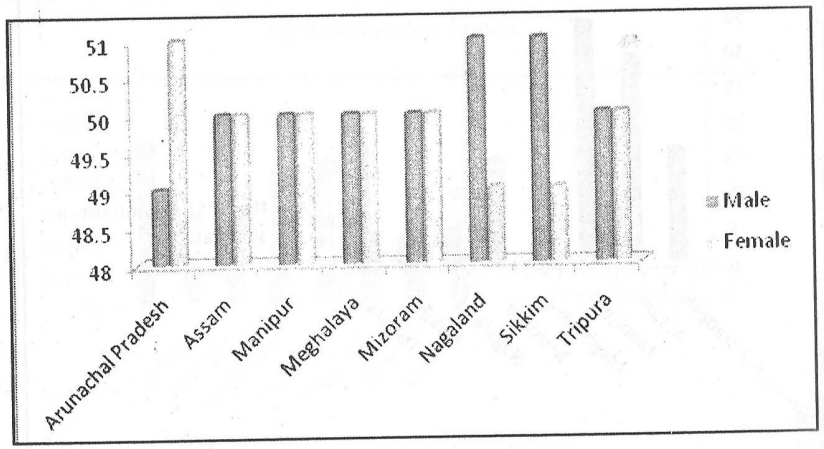
The graph represents that Manipur has the highest no. of Tribal communities i.e. 34, whereas Sikkim contains only 4 types of tribal communities among the 139 Tribal communities in NE region followed by Nagaland (5 no.).

Table 6.8: Percentage of Male-Female Tribal Populationin NE States

States	Male-Female Tribal Population	
	Male	Female
Arunachal Pradesh	49	51
Assam	50	50
Manipur	50	50
Meghalaya	50	50
Mizoram	50	50
Nagaland	51	49
Sikkim	51	49
Tripura	50	50

Source: http://tribal.nic.in/Content/scheduledtribes.aspx

Figure 6.8: Bar diagram of Percentage of Male-Female Tribal Populationin NE States



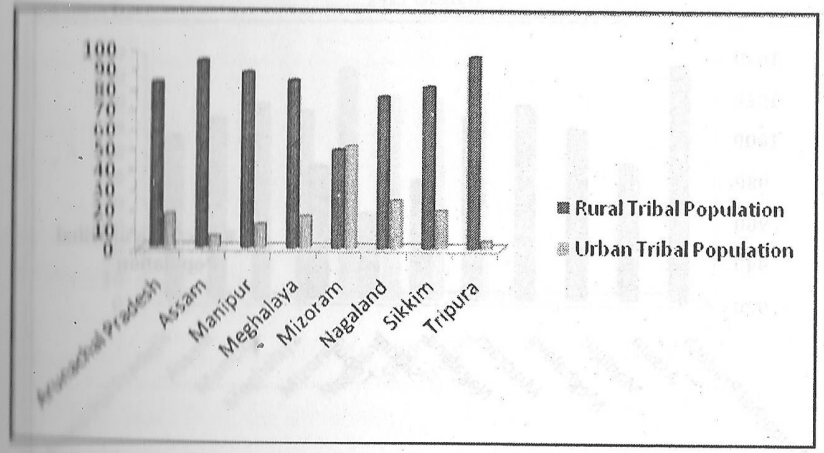
From the above figure, it has been observed that in most of the states of north eastern region male tribal people are almost equal to the female tribal population in percentage term. Nagaland and Sikkim are two male dominated states. On the other hand in Arunachal Pradesh females have marginally larger state in total population than that of male counterparts.

Table 6.9: Percentage of Rural-Urban Tribal Population in NE States

States	Rural-Urban Tribal Population	
	Rural	Urban
Arunachal Pradesh	83	17
Assam	94	6
Manipur	88	12
Meghalaya	84	16
Mizoram	49	51
Nagaland	76	24
Sikkim	81	19
Tripura	96	4

Source: http://tribal.nic.in/Content/scheduledtribes.aspx

Figure 6.9: Bar diagram of Rural-Urban Tribal Population (%) in NE States



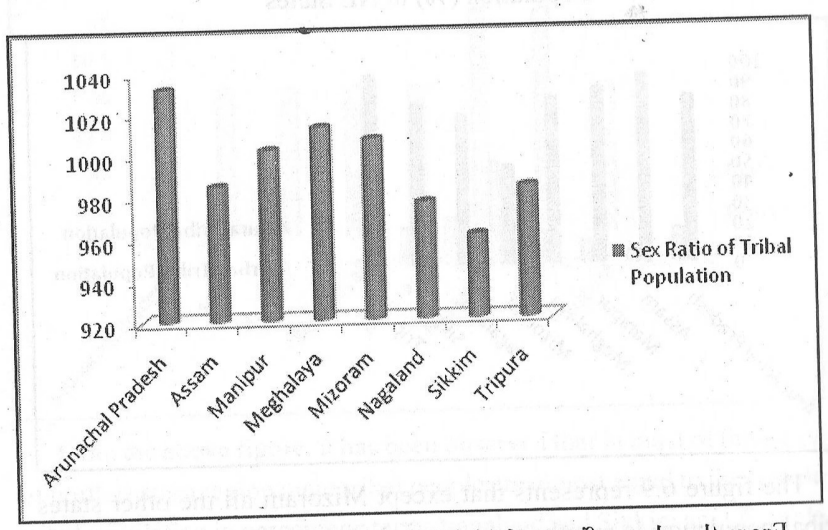
The figure 6.9 represents that except Mizoram all the other states tribal population is mostly concentrated to the rural areas. In Tripura and Assam rural areas have the highest population share of 96% and 94% respectively.

Table 6.10: Sex Ratio of Tribal Population in NE States

States	Sex Ratio of Tribal Population
Arunachal Pradesh	1032
Assam	985
Manipur	1002
Meghalaya	1013
Mizoram	1007
Nagaland	976
Sikkim	960
Tripura	983

Source: http://tribal.nic.in/Content/scheduledtribes.aspx

Figure 6.10: Bar diagram of Sex Ratio of Tribal Population in NE States



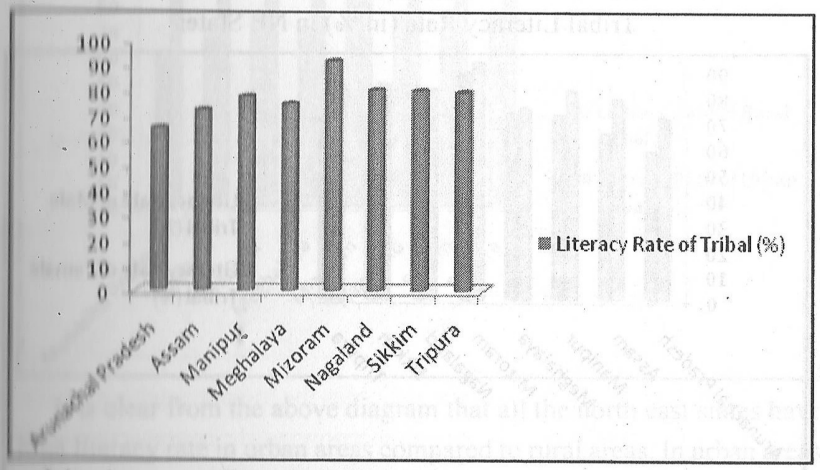
From the above figure 6.10 it has been observed that the sex ratio (male to female population ratio) is highest in Arunachal Pradesh and the lowest in Sikkim (1032 and 960 respectively).

Table 6.11: Percentage of Literacy Rate of Tribal Population in North-East States

States	Literacy Rate of Tribal Population
Arunachal Pradesh	64.6
Assam	72.1
Manipur	77.4
Meghalaya	74.5
Mizoram	91.5
Nagaland	80.0
Sikkim	79.7
Tripura	79.1

Source: Registrar General of India, Census 2011

Figure 6.11: Bar diagram of Literacy Rate of Tribal Population (%) in NE States



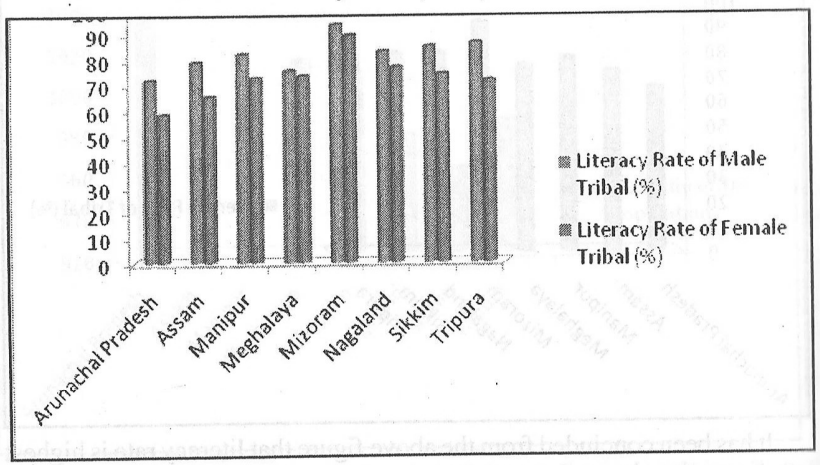
It has been concluded from the above figure that literacy rate is highest in Mizoram (91.5%) as per the last census report of India (2011) and lowest in Arunachal Pradesh (64.6%). Nagaland, Sikkim and Tripura have attained almost same level of literate Tribal population (80%).

Table 6.12: Percentage of Male-Female Tribal Literacy Rate in NE States

States	Male-Female Tribal Literacy Rate	
	Male	Female
Arunachal Pradesh	71.5	58
Assam	79	65.1
Manipur	82.1	72.7
Meghalaya	75.5	73.5
Mizoram	93.6	89.5
Nagaland	83.1	76.9
Sikkim	85	74.3
Tripura	86.4	71.6

Source: Registrar General of India, Census 2011

Figure 6.12: Bar diagram of Male-Female Tribal Literacy Rate (in %) in NE States



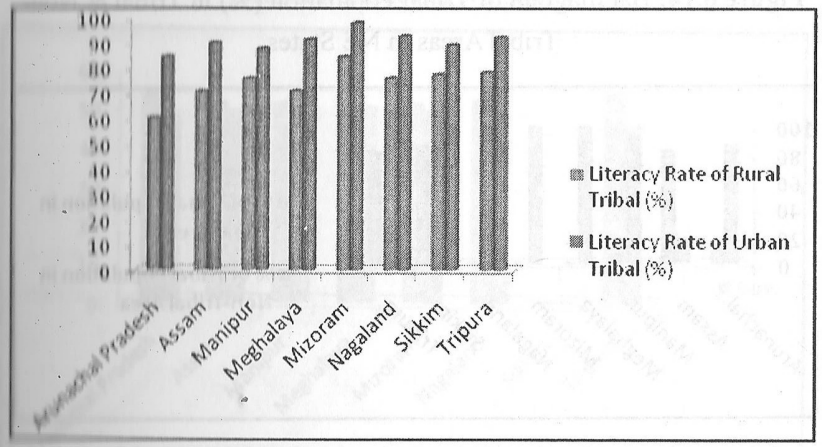
In all the north eastern states male tribal literacy rates supersede the females. Mizoram attains highest level of Tribal literacy both for males (93.6%) and females (89.5%).

Table 6.13: Percentage of Rural-Urban Tribal Literacy Rate in NE States

States	Rural-Urban Tribal Literacy Rate	
	Rural	Urban
Arunachal Pradesh	60.4	84.6
Assam	70.9	90
Manipur	75.9	87.7
Meghalaya	71	91.3
Mizoram	84.5	97.9
Nagaland	76	92.6
Sikkim	77.5	89.2
Tripura	78.4	92.2

Source: Registrar General of India, Census 2011

Figure 6.13: Bar diagram of Rural-Urban Tribal Literacy Rate (%) in NE States



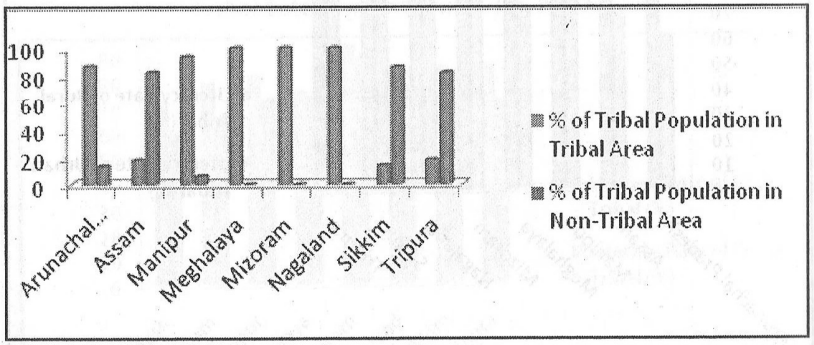
It is clear from the above diagram that all the north east states have high literacy rate in urban areas compared to rural areas. In urban areas highest and lowest Tribal literacy rates are being 97.9% and 84.6% respectively corresponding to Mizoram and Arunachal Pradesh. For the rural areas the respective statistics are being 84.5% (Mizoram) and 60.4% (Arunachal Pradesh).

Table 6.14: Percentage of Tribal Population in Tribal & Non-Tribal Areas in NE States

States	Tribal Population in Tribal & Non-Tribal Areas	
	Tribal Population in Tribal Area	Tribal Population in Non-Tribal Area
Arunachal Pradesh	86.6	13.4
Assam	17.8	82.2
Manipur	93.7	6.3
Meghalaya	100	0
Mizoram	100	0
Nagaland	100	0
Sikkim	13.9	86.1
Tripura	18	82

Source: Registrar General of India, Census 2011

Figure 6.14: Bar diagram of Tribal Population (%) in Tribal & Non-Tribal Areas in NE States



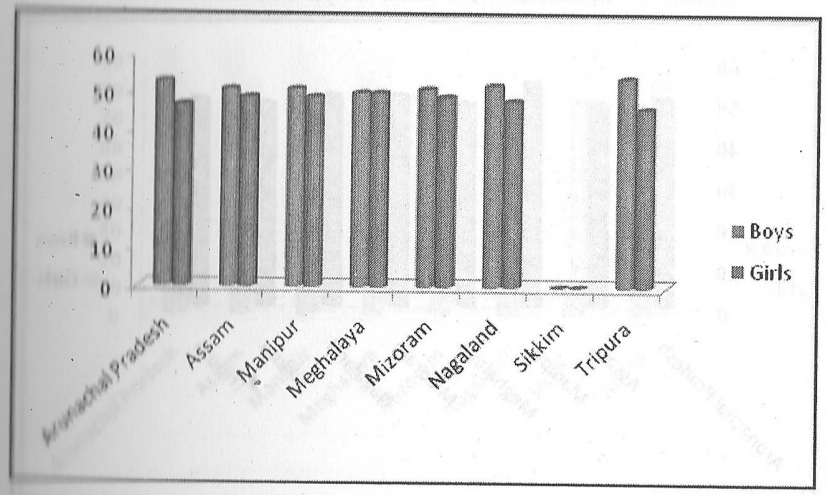
It is very interesting that Sikkim occupies the highest position where the most significant state of tribal population reside in non-tribal area (86.1%) followed by Assam and Tripura which are observed from the above bar diagram 6.14. On the other hand Meghalaya, Mizoram and Nagaland are the three states where all tribal people happen reside in tribal area only. This is a notable feature.

Table 6.15: Percentage of Enrolment of ST Students in Pre-Primary Classes in NE States

States	Enrolment of ST Students in Pre-Primary Classes	
	Boys	Girls
Arunachal Pradesh	53	47
Assam	51	49
Manipur	51	49
Meghalaya	50	50
Mizoram	51	49
Nagaland	52	48
Sikkim	0	0
Tripura	54	46

Source: Selected Educational Statistics, MHRD, 2010-11

Figure 6.15: Bar diagram of ST StudentsEnrolment (%) in Pre-Primary Classes in NE States



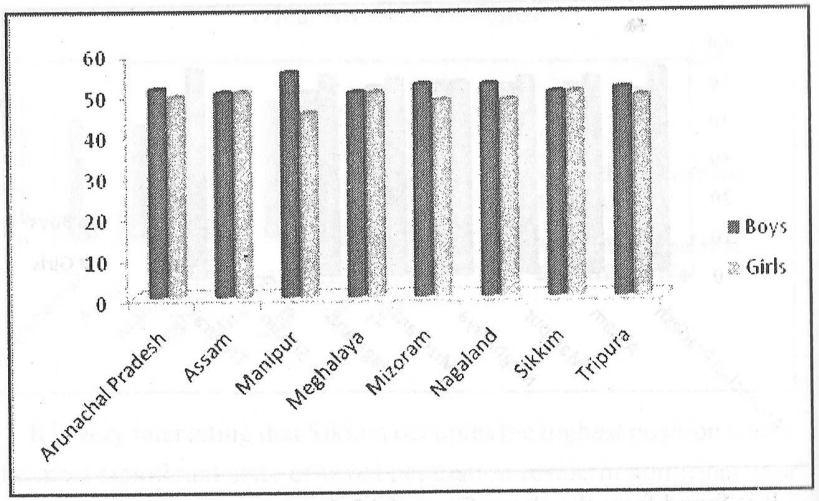
It is found from the above figure 6.15 that in case of tribalstudents' enrolment in Pre-Primary Classes, boys are highest in every state in NER and especially in Tripura. Whereas girls are highest in Assam, Manipur and Mizoram compared to the otherstates.

Table 6.16: Percentage of ST StudentsEnrolment in Primary/Jr. Basic (I -V) Classes in NE States

States	ST StudentsEnrolment in Primary/Jr. Basic (I -V) Classes	
	Boys	Girls
Arunachal Pradesh	51	49
Assam	50	50
Manipur	55	45
Meghalaya	50	50
Mizoram	52	48
Nagaland	52	48
Sikkim	50	50
Tripura	51	49

Source: Selected Educational Statistics, MHRD, 2010-11

Figure 6.16: Bar diagram of ST StudentsEnrolment in Primary/Jr. Basic (I-V) Classes in NE States



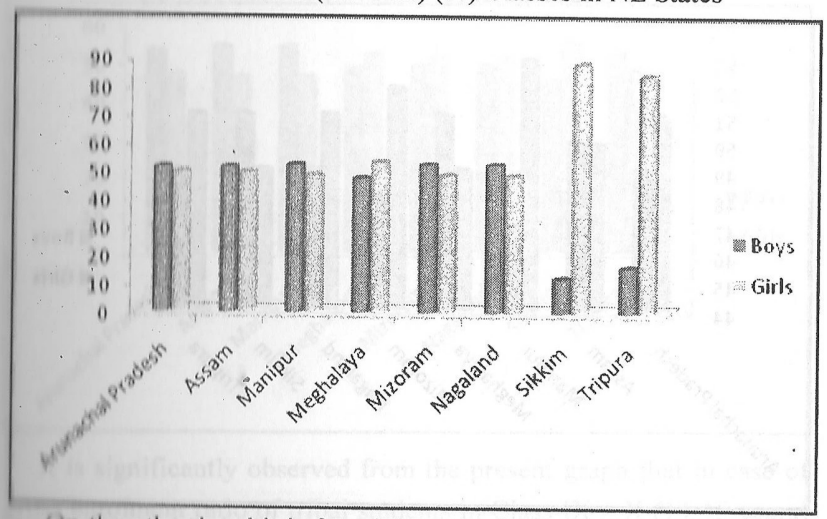
Similarly it has been observed from the above figure that enrolment in Primary/Jr. Basic stages (classes I -V), boys from Manipur are highest and girls from Assam, Meghalaya and Sikkim are best compared to other states.

Table 6.17: Percentage of ST Students Enrolment in Up. Primary/ Middle/Sr. Basic (VI -VIII) in NE States

States	Enrolment in Up. Primary/Middle/ Sr. Basic (VI -VIII)	
	Boys	Girls
Arunachal Pradesh	51	49
Assam	51	49
Manipur	52	48
Meghalaya	47	53
Mizoram	52	48
Nagaland	52	48
Sikkim	12	88
Tripura	16	84

Source: Selected Educational Statistics, MHRD, 2010-11

Figure 6.17: Bar diagram of ST Students Enrolment in Up. Primary/ Middle/Sr. Basic (VI -VIII) (%) Classes in NE States



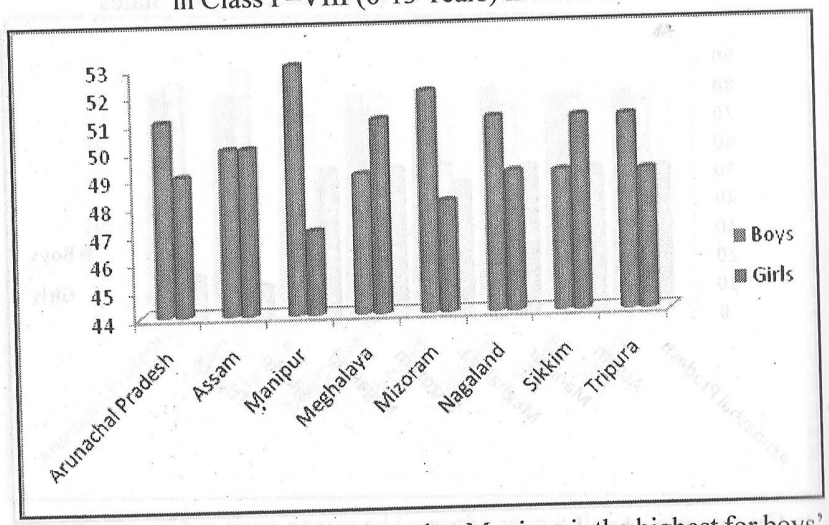
On the other hand it is found from the figure 6.17 that Sikkim and Tripura have remarkable percentage of girls students enrolled in Upper Primary/Middle/Sr. Basic (VI -VIII) Classes compared to other north eastern states, where enrolment of boys predominate the girls.

Table 6.18: Percentage of Gross Enrolment Ratio of ST Students in Class I –VIII (6-13 Years) in NE States

States	Gross Enrolment Ratio of ST Students in Class I –VIII	
	Boys	Girls
Arunachal Pradesh	51	49
Assam	50	50
Manipur	53	47
Meghalaya	49	51
Mizoram	52	48
Nagaland	51	49
Sikkim	49	51
Tripura	51	49

Source: Selected Educational Statistics, MHRD, 2010-11

Figure 6.18: Bar diagram of Gross Enrolment Ratio of ST Students in Class I –VIII (6-13 Years) in NE States



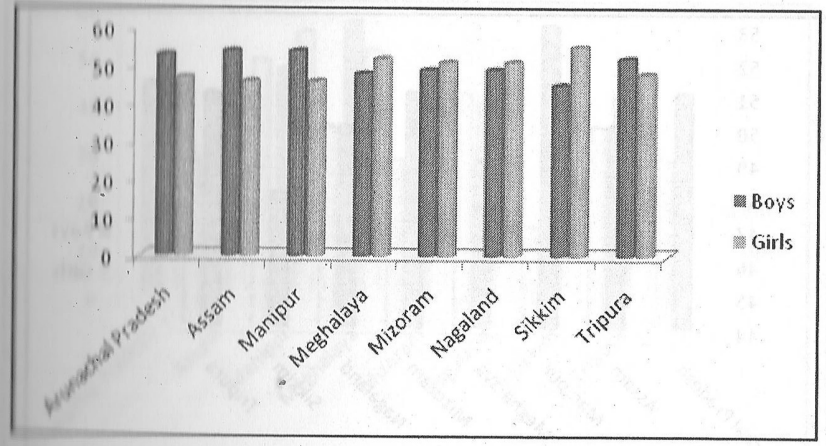
It is clear from the above figure that Manipur is the highest for boys' gross enrolment ratio in Class I –VIII (6-13 years) and girls of Meghalaya and Sikkim are higher than the boys of those states and also the best compared to girls of other states.

Table 6.19: Percentage of Gross Enrolment Ratio of ST Students in Class IX – X (14-15 Years) in NE States

States	Gross Enrolment Ratio of ST Students in Class IX – X	
	Boys	Girls
Arunachal Pradesh	53	47
Assam	54	46
Manipur	54	46
Meghalaya	48	52
Mizoram	49	51
Nagaland	49	51
Sikkim	45	55
Tripura	52	48

Source: Selected Educational Statistics, MHRD, 2010-11

Figure 6.19: Bar diagram of Gross Enrolment Ratio of ST Students in Class IX – X in NE States



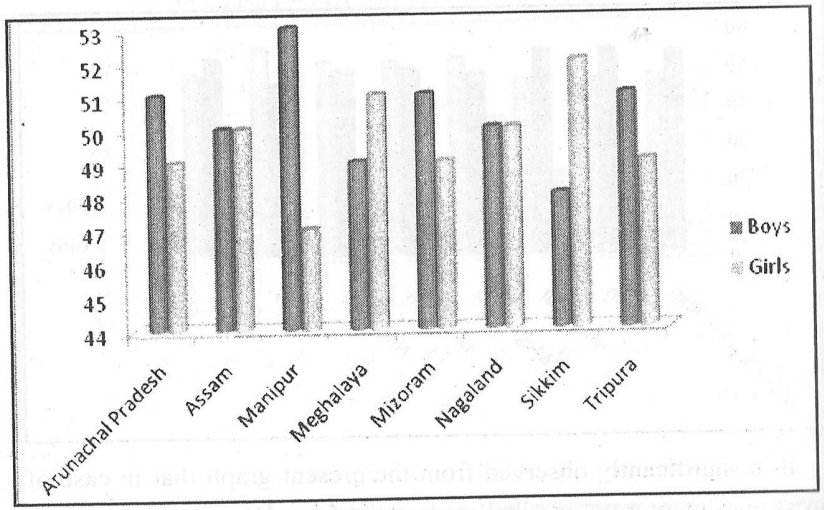
It is significantly observed from the present graph that in case of gross enrolment ratio of tribal students in Class IX – X (14-15 years) Arunachal Pradesh, Assam, Manipur and Tripura are the leading states where boys' enrolment is higher than those of girls'. Whereas the other 4 states have the opposite scenario.

Table 6.20: Percentage of Gross Enrolment Ratio of ST Students in Class I – X (6-15 Years) in NE States

States	Gross Enrolment Ratio of ST Students in Class I – X	
	Boys	Girls
Arunachal Pradesh	51	49
Assam	50	50
Manipur	**53**	47
Meghalaya	49	51
Mizoram	51	49
Nagaland	50	50
Sikkim	48	**52**
Tripura	51	49

Source: Selected Educational Statistics, MHRD, 2010-11

Figure 6.20: Bar diagram of Gross Enrolment Ratio of ST Students in Class I – X (6-15 Years) in NE States



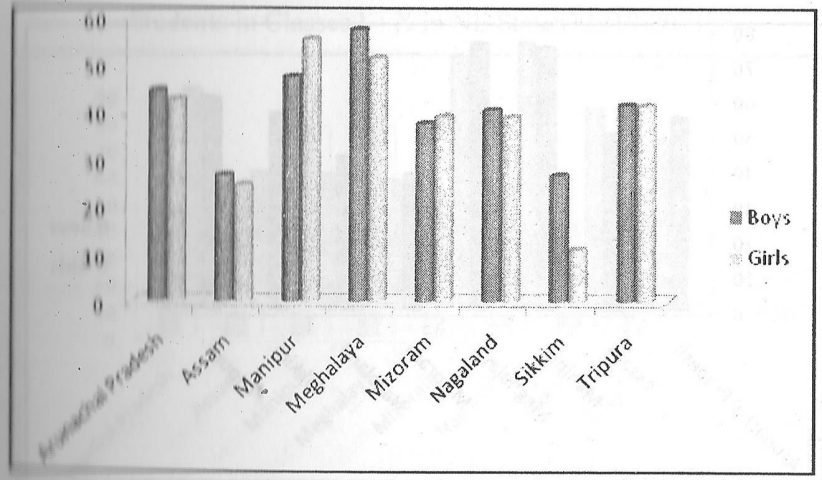
It has been observed from the above graph that regarding the gross enrolment ratio (GER) of ST students in Classes I–X (6-15 years) Manipur and Sikkim top in boys' and girls' category respectively.

Table 6.21: Boys-Girls Drop-Out Rate of ST Students in Classes I – V in NE States

States	Boys-Girls Drop-Out Rate of ST Students in Classes I – V	
	Boys	Girls
Arunachal Pradesh	44.6	42.7
Assam	26.8	24.5
Manipur	47.5	55.4
Meghalaya	57.5	51.5
Mizoram	37.6	39.2
Nagaland	40.5	39
Sikkim	26.8	11.1
Tripura	41.6	41.5

Source: Selected Educational Statistics, MHRD, 2010-11

Figure 6.21: Bar diagram of Boys-Girls Drop-Out Rate of ST Students in Classes I – V in NE States (2010-2011)



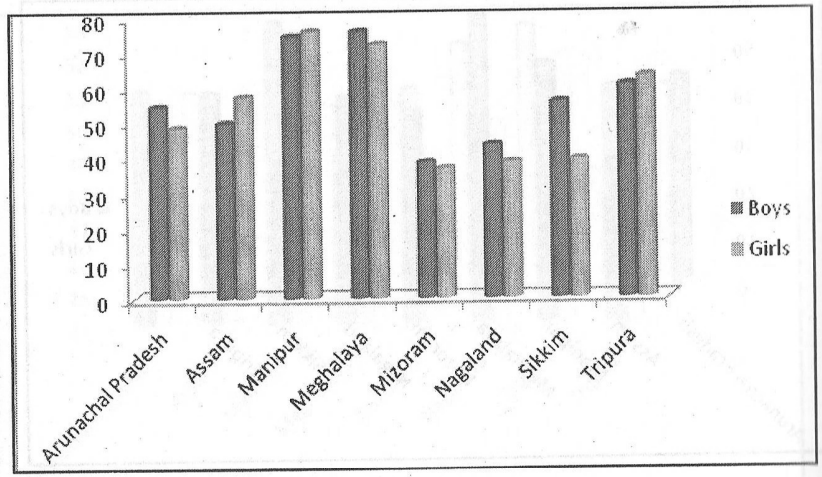
In case of dropout rates of ST boys' in Classes I – V of NER (2010-2011) Assam and Sikkim are the best among other states. Whereas the position of Meghalaya is worst in this regard. Conversely Sikkim attains the remarkable position in minimising the girls' drop-out rate (11.1).

Table 6.22: Boys-Girls Drop-Out Rate of ST Students in Classes I – VIII in NE States

States	Boys-Girls Drop-Out Rate of ST Students in Classes I –VIII	
	Boys	Girls
Arunachal Pradesh	54.4	48.4
Assam	49.7	57.1
Manipur	74.3	75.7
Meghalaya	75.7	72
Mizoram	38.2	36.5
Nagaland	43.4	38.4
Sikkim	55.5	39.1
Tripura	60.4	62.8

Source: Selected Educational Statistics, MHRD, 2010-11

Figure 6.22: Bar diagram of Boys-Girls Drop-Out Rate of ST Students in Classes I – VIII in NE States (2010-2011)



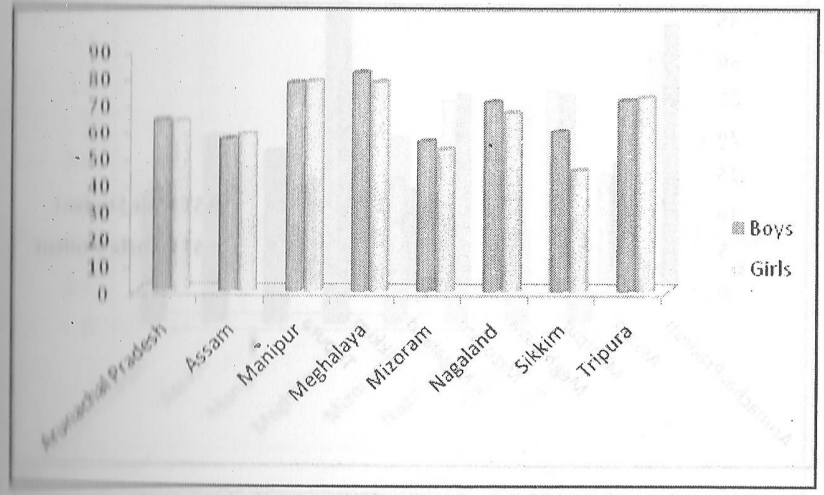
From the above figure 6.22, boys-girls drop-out rates of ST Students in Classes I–VIII or elementary level of NER (2010-2011) Mizoram is the best compared to other NE states. The state of Manipur shows discouraging picture in both the gender.

Table 6.23: Percentage of Boys-Girls Drop-Out Rate of ST Students in Classes I – X in NE States

States	Boys-Girls Drop-Out Rate of ST Students in Classes I – X	
	Boys	Girls
Arunachal Pradesh	63.6	63.3
Assam	56.3	58.2
Manipur	77.5	78.1
Meghalaya	81.3	77.8
Mizoram	55.5	52.6
Nagaland	70.3	66.5
Sikkim	59.3	44.7
Tripura	71	72.2

Source: Selected Educational Statistics, MHRD, 2010-11

Figure 6.23: Bar diagram of Boys-Girls Drop-Out Rate of ST Students in Classes I – X in NE States (2010-2011)



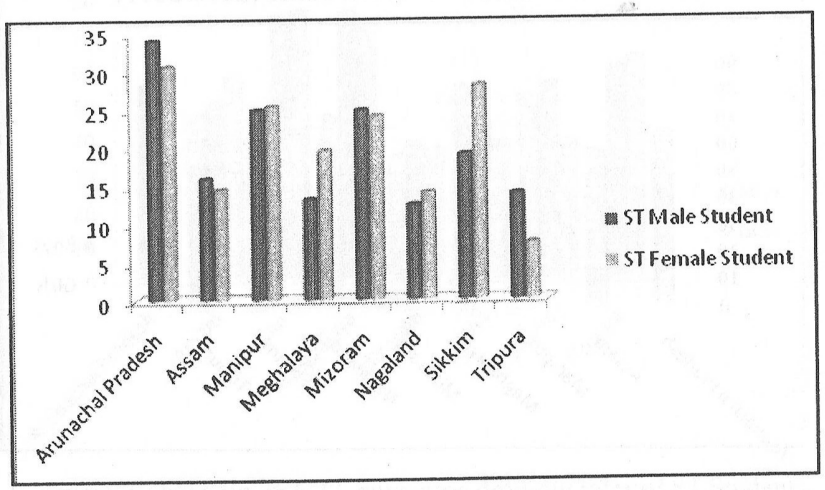
Whereas figure 6.23, shows that boys-girls drop-out rates of ST Students in Classes I–X of NER (2010-2011) the situations are very grim in Assam, Manipur, Meghalaya and Nagaland.

Table 6.24: Percentage of Gross Enrolment Ratio (GER) of ST Students in Higher Education in NE States

States	Gross Enrolment Ratio of ST Students in Higher Education	
	ST Male Student	ST Female Student
Arunachal Pradesh	34	30.6
Assam	15.8	14.4
Manipur	24.8	25.3
Meghalaya	13.1	19.4
Mizoram	24.8	24
Nagaland	12.4	14
Sikkim	18.9	28
Tripura	13.8	7.4

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.24: Bar diagram of Gross Enrolment Ratio (GER) of ST Students in Higher Education in NE States



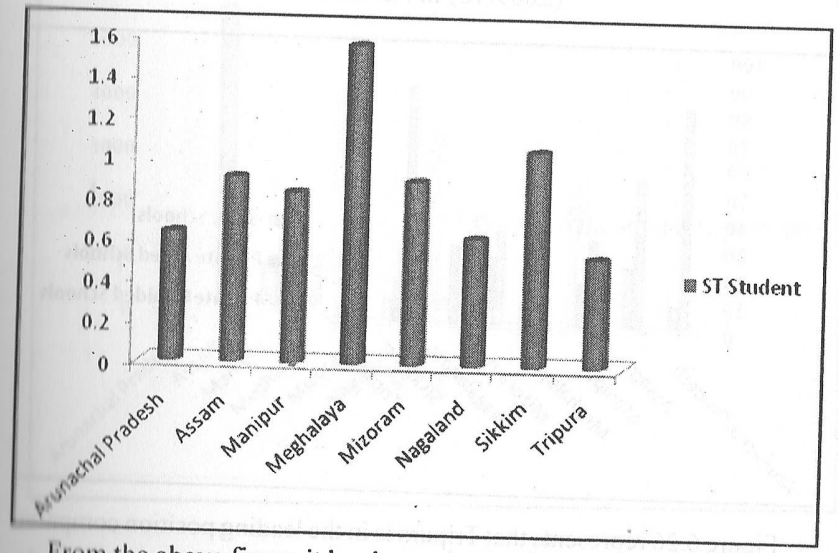
In case of Gross Enrolment Ratio (GER) of tribal students compared to Higher Education scenario in other NER states Arunachal Pradesh tops the panel followed by Mizoram and Manipur.

Table 6.25: Gender Parity Index of ST Students in Higher Education in NE States

States	Gender Parity Index of ST Students in Higher Education
Arunachal Pradesh	0.9
Assam	0.91
Manipur	1.02
Meghalaya	1.48
Mizoram	0.97
Nagaland	1.13
Sikkim	1.49
Tripura	0.54

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.25: Bar diagram of Gender Parity Index of ST Students in Higher Education in NE States



From the above figure it has been observed that Arunachal Pradesh, Assam, Mizoram and Tripura exhibited that the women have registered more excellence of GPI in the area of Higher Education.

Table 6.26: Percentage of Category of Secondary Schools in NER (2009-10)in NE States

States	Category of Secondary Schools in NER (2009-10)		
	Govt. Schools	Private Aided	Private Unaided
Arunachal	81	9	10
Assam	55	22	23
Manipur	32	16	52
Meghalaya	5	57	38
Mizoram	35	25	40
Nagaland	29	0	71
Sikkim	87	5	8
Tripura	91	4	5

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.26: Bar diagram of Category of Secondary Schools in NER (2009-10) in NE States

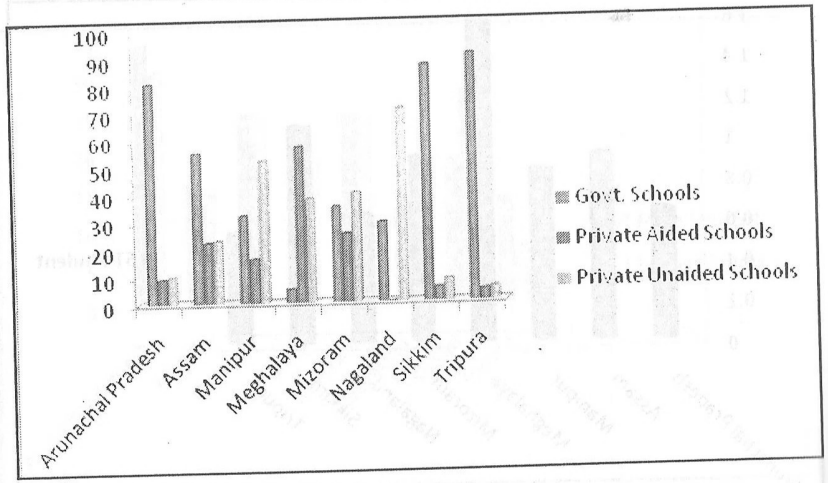


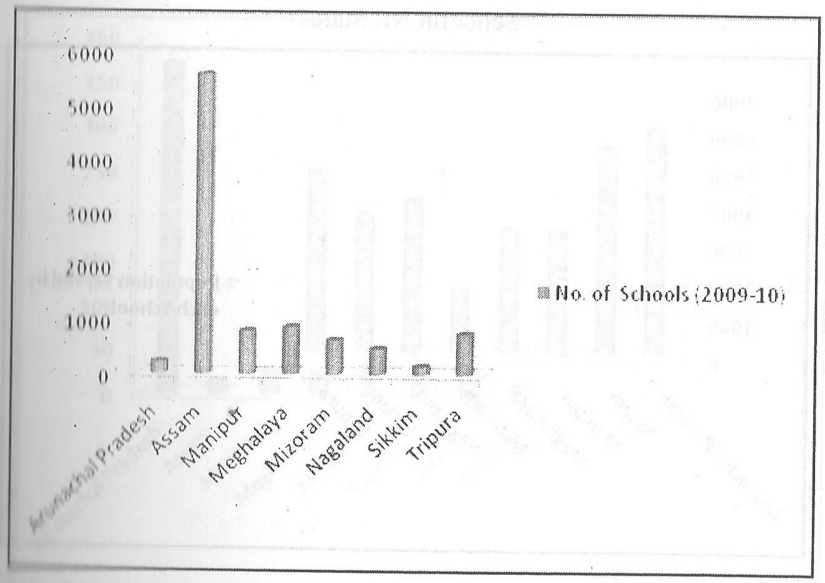
Figure 6.26 represents that Tripura is in the leading position compared to all the other states of NER in respect of Govt. category schools. Whereas Meghalaya and Nagaland are in best positions for having Private aided schools and Private unaided schools respectively.

Table 6.27: No. of Schools in NE States

States	No. of Schools in NE States
Arunachal Pradesh	228
Assam	5584
Manipur	804
Meghalaya	879
Mizoram	638
Nagaland	481
Sikkim	162
Tripura	763

Source: NUEPA (2012): SEMIS 2009-10

Figure 6.27: Bar diagram of No. of Schools in NE States



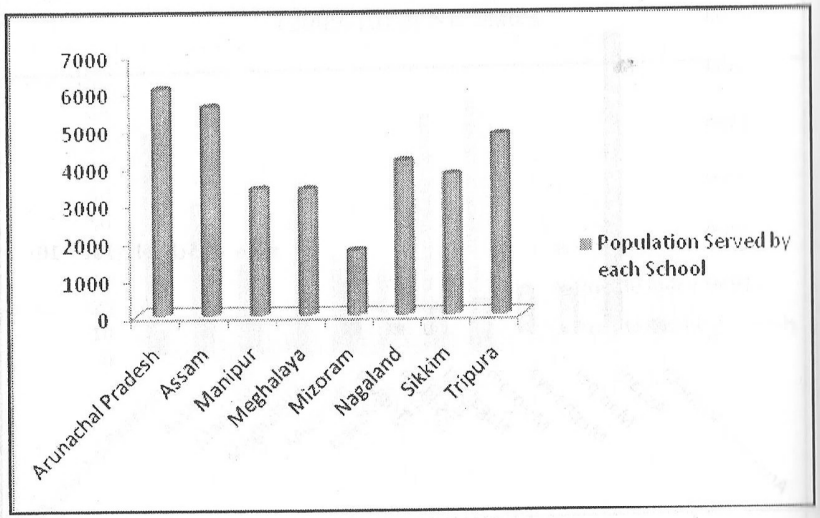
In case of number of schools facilitating the secondary education (2009-10)in the north east region Assam is followed by Meghalaya, Manipur and Tripura.

Table 6.28: Population Served by each School in NE States

States	Population Served by each School
Arunachal Pradesh	6064
Assam	5582
Manipur	3385
Meghalaya	3372
Mizoram	1710
Nagaland	4118
Sikkim	3751
Tripura	4811

Source: Selected Educational Statistics, MHRD, 2010-11

Figure 6.28: Bar diagram of Population Served by each Schoolin NE States



Regarding the matter of population served by each school in NE states, Mizoram is the best followed by Meghalaya and Manipur. Whereas the situation of Arunachal Pradesh and Assam are not so good as per the secondary data concern.

Table 6.29 Average Area Served by each School (km^2) in NE States

States	Average Area Served by each School (km^2)
Arunachal Pradesh	367.29
Assam	14.05
Manipur	27.77
Meghalaya	25.52
Mizoram	33.04
Nagaland	34.46
Sikkim	43.8
Tripura	13.74

Source: Selected Educational Statistics, MHRD, 2010-11

Figure 6.29: Bar diagram of Average Area Served by each School (km^2) in NE States

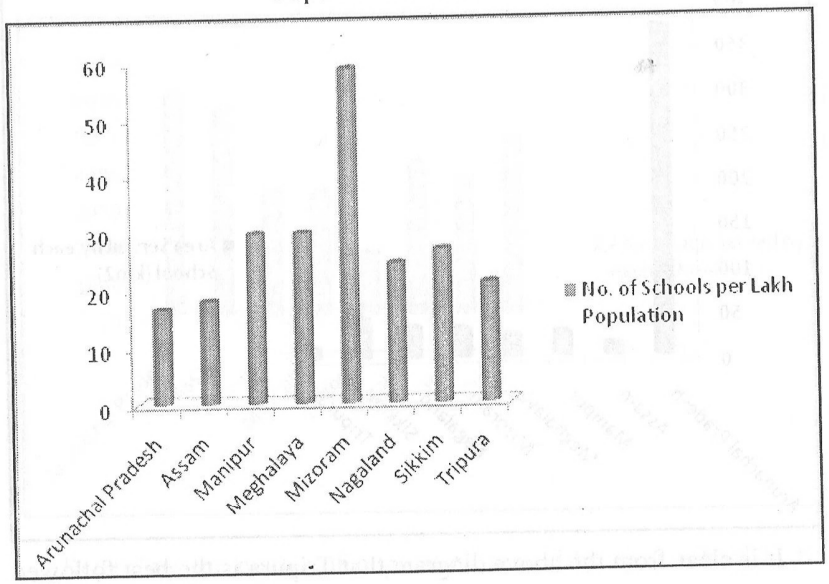
It is clear from the above diagram that Tripura is the best followed by Assam, Meghalaya and Manipur regarding the average area served by each school (km^2) in NE States. Relating to that Arunachal Pradesh is in the poorest position.

Table 6.30: No. of Schools per Lakh Population in NE States

States	No. of Schools per Lakh Population
Arunachal Pradesh	16.49
Assam	17.92
Manipur	29.54
Meghalaya	29.66
Mizoram	58.47
Nagaland	24.29
Sikkim	26.66
Tripura	20.78

Source: NUEPA (2012): SEMIS 2009-10

Figure 6.30: Bar diagram of No. of Schools per Lakh Population in NE States



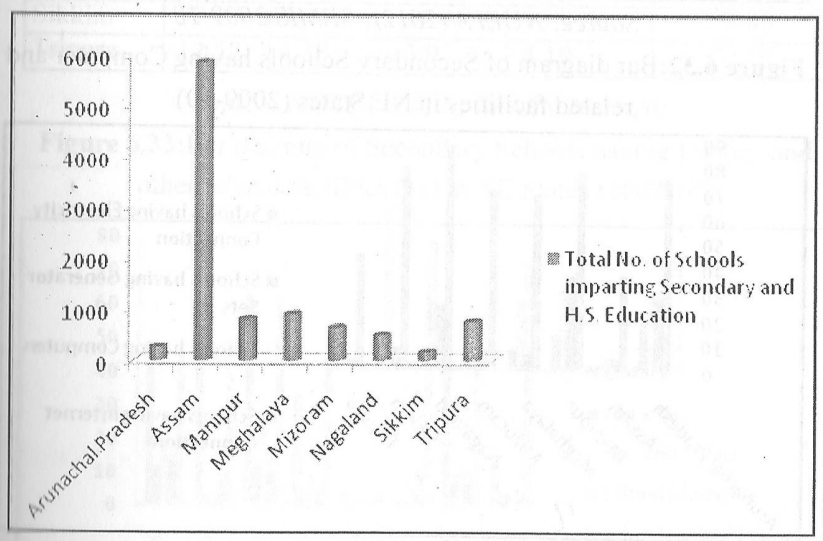
The above figure 6.30 represents Mizoram state is at the top in no. of schools per lakh population to access the secondary education (2009-10) in north east region followed by Manipur, Meghalaya and Sikkim.

Table 6.31: Total No. of Schools imparting Secondary and H.S. Education in NE States

States	Total No. of Schools imparting Secondary and H.S. Education
Arunachal Pradesh	267
Assam	5877
Manipur	815
Meghalaya	916
Mizoram	656
Nagaland	506
Sikkim	176
Tripura	773

Source: NUEPA (2012): SEMIS 2009-10

Figure 6.31: Bar diagram of Total No. of Schools imparting Secondary and H.S. Education in NE States



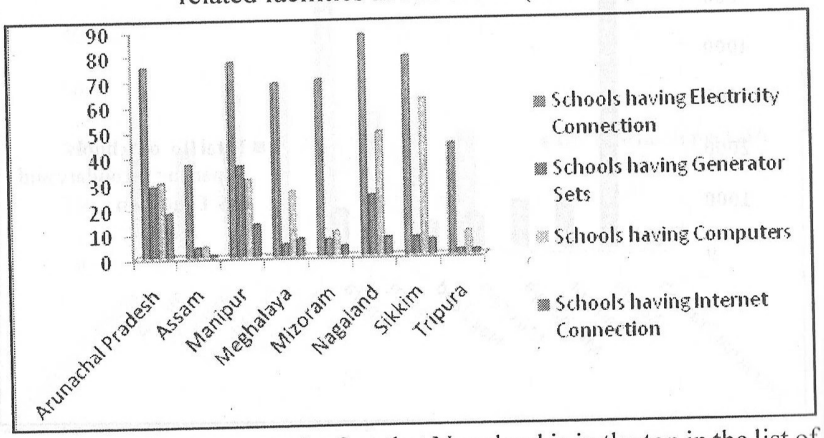
The above figure shows that Assam has the highest number of schools imparting secondary and higher secondaryeducation compared to other NE states. In this respect Sikkim lies in the bottom of the ladder.

Table 6.32: No. of Secondary Schools having Computer and related facilities in NE States

States	Secondary Schools having Computer and related facilities			
	Schools having Electricity Connection	Schools having Generator Sets	Schools having Computer	Schools having Internet Connection
Arunachal Pradesh	75.35	28.17	29.58	17.61
Assam	36.74	3.92	4.37	0.87
Manipur	77.27	36.06	30.76	13.03
Meghalaya	68.71	4.87	25.87	7.09
Mizoram	70.06	6.78	9.98	4.14
Nagaland	88.17	23.92	48.92	7.26
Sikkim	79.09	7.27	61.82	6.36
Tripura	43.93	1.99	9.49	1.99

Source: NUEPA (2012): SEMIS 2009-10

Figure 6.32: Bar diagram of Secondary Schools having Computer and related facilities in NE States (2009-10)



The graph represents the fact that Nagaland is in the top in the list of providing electricity to 88.17% schools. Again Arunachal Pradesh and Manipur top in accommodating generator sets and internet connection

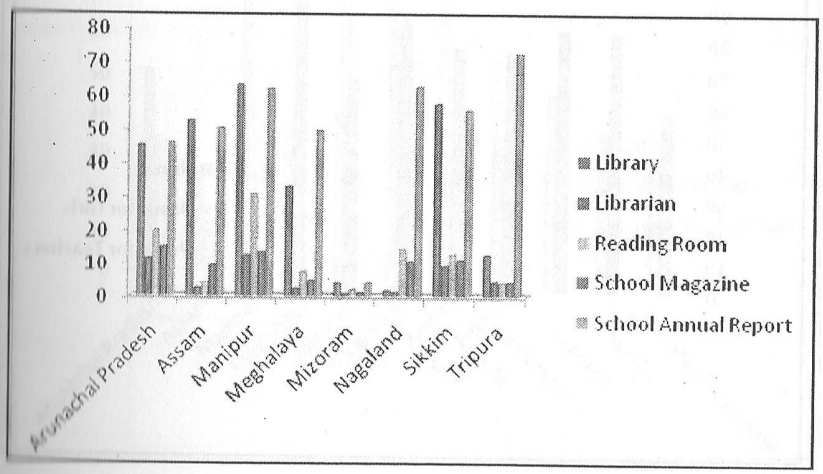
to school. Interestingly Sikkim occupies the highest position for having the provision of computersin schools.

Table 6.33: Secondary Schools having Library and other related facilities in NER (2009-10)

States	Secondary Schools having Library and other related facilities				
	Library	Librarian	Reading Room	School Magazine	School Annual Report
Arunachal Pradesh	45.07	11.27	19.72	14.79	45.77
Assam	52.28	2.31	3.81	9.23	50.2
Manipur	62.88	12.42	30.61	13.48	61.67
Meghalaya	32.82	2.32	7.23	4.59	49.37
Mizoram	3.95	0.38	1.88	0.94	3.95
Nagaland	1.61	1.1	14.25	10.48	62.37
Sikkim	57.27	9.09	12.73	10.91	55.45
Tripura	12.58	4.38	3.97	4.19	72.19

Source: NUEPA (2012): SEMIS 2009-10

Figure 6.33: Bar diagram of Secondary Schools having Library and other related facilities (%) in NE States (2009-10)



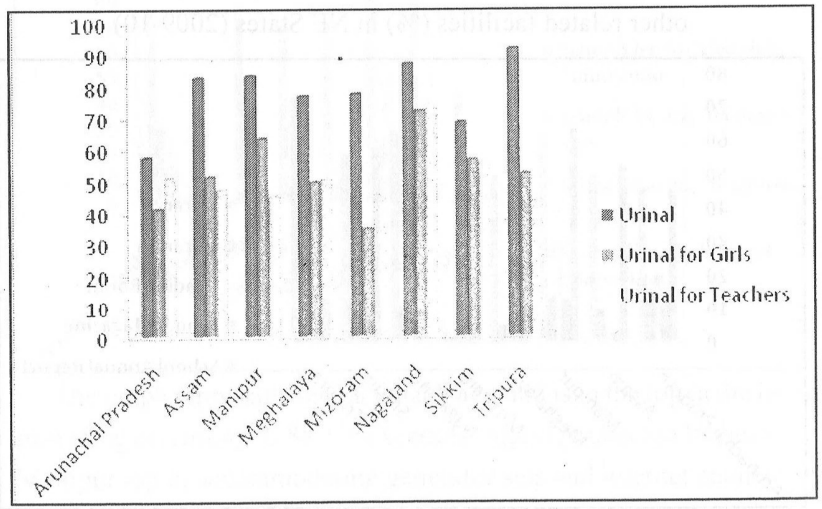
The figure 6.33 shows that Arunachal Pradesh, Manipur and Sikkim are those states where facilities related to library are available. The same is very poor in Mizoram. The highest percentage of schools in Arunachal Pradesh published the school Magazine (14.79) on annual basis.

Table 6.34: Secondary Schools having Sanitation (Urinal) Facilities in NE States

States	Schools having Sanitation (Urinal) Facilities		
	Urinal	Urinal for Girls	Urinal for Teachers
Arunachal Pradesh	57.04	40.85	50.7
Assam	82.18	50.99	46.87
Manipur	82.88	63.03	44.85
Meghalaya	76.36	49.24	50.07
Mizoram	77.02	34.46	45.01
Nagaland	86.83	71.77	72.85
Sikkim	68.18	56.36	55.45
Tripura	91.39	51.88	43.27

Source: NUEPA (2012): SEMIS 2009-10

Figure 6.34: Bar diagram of Secondary Schools having Sanitation (Urinal) Facilities in NE States (2009-10)



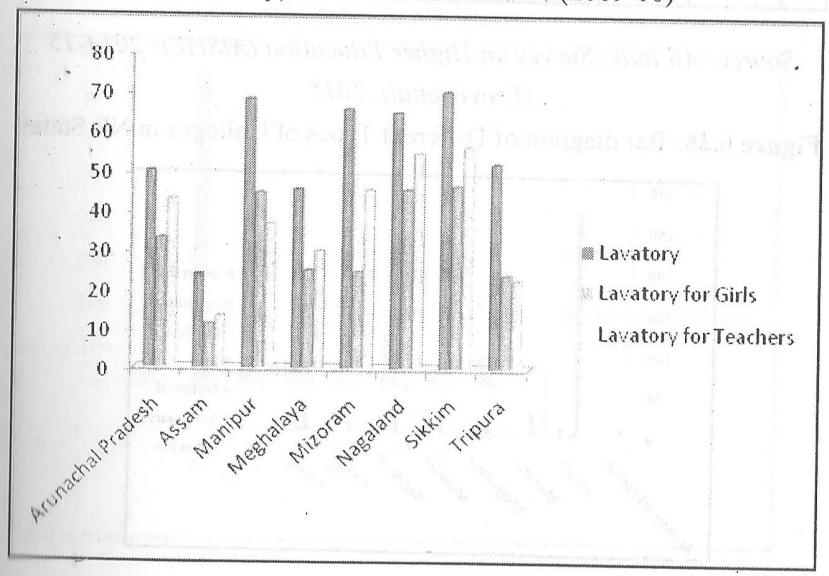
The figure 6.34 represents that the secondary schools of Nagaland have the least urinalfacilities for girls and teachers followed by Sikkim and Assam compared to other NER states.

Table 6.35: Secondary Schools having Sanitation (Lavatory) Facilities in NE States

States	Schools having Sanitation (Lavatory) Facilities		
	Lavatory	Lavatory for Girls	Lavatory for Teachers
Arunachal Pradesh	50	33.1	42.96
Assam	23.96	11.35	13.35
Manipur	68.18	44.7	36.82
Meghalaya	45.48	25.17	30.04
Mizoram	65.73	24.67	45.39
Nagaland	64.78	45.43	54.57
Sikkim	70.19	46.36	56.36
Tripura	51.88	23.84	22.52

Source: NUEPA (2012): SEMIS 2009-10

Figure 6.35: Bar diagram of Secondary Schools having Sanitation (Lavatory) Facilities in NE States (2009-10)



The above figure 6.35 represents that the secondary school of Nagaland and Sikkim have balance the sanitation (lavatory)facilities for girls and teachers followed by Manipur and Arunachal Pradesh compared to other NER states.

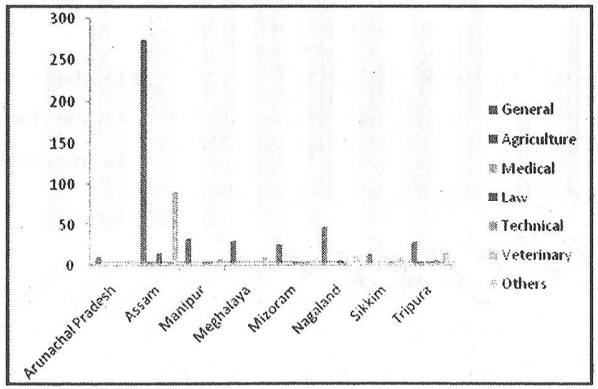
The above figure 6.35 represents that the secondary school of Nagaland and Sikkim have balance the sanitation (lavatory)facilities for girls and teachers followed by Manipur and Arunachal Pradesh compared to other NER states.

Table 6.36: Different Types of Colleges in NE States-

States	Different Types of Colleges						
	General	Agriculture	Medical	Law	Technical	Veterinary	Others
Arunachal Pradesh	8	0	0	0	1	0	3
Assam	271	1	1	12	4	1	87
Manipur	30	0	0	1	1	0	5
Meghalaya	27	0	0	0	0	0	7
Mizoram	23	0	0	1	1	1	3
Nagaland	44	0	0	3	1	0	9
Sikkim	11	0	0		1	0	7
Tripura	26	1	2	1	4	1	12

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.36: Bar diagram of Different Types of Colleges in NE States



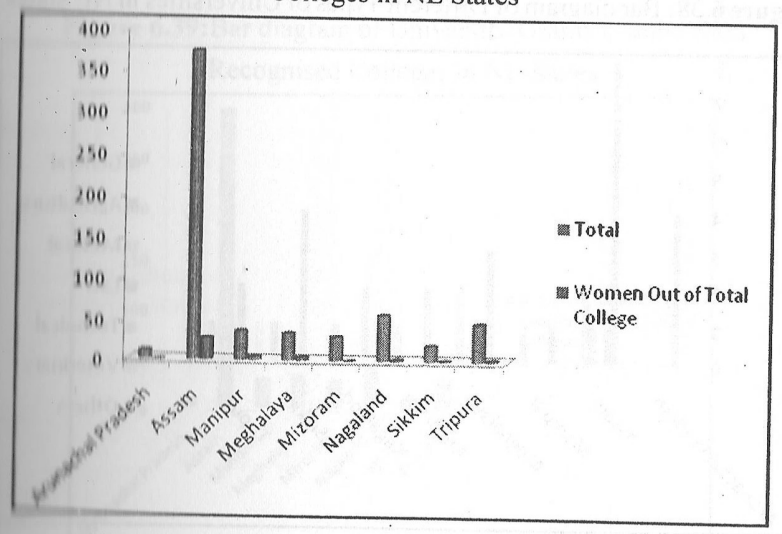
For different number of college/recognized institutes in NER the figure 6.36 says that Assam has the highest and different types of college/ recognized institutes followed by Tripura. The position of Tripura is very encouraging considering the diversity of higher education next after Assam.

Table 6.37: No. of Women's Collegeout of Total Colleges in NE States

States	Total College	Women Out of Total College
Arunachal Pradesh	11	0
Assam	373	27
Manipur	37	4
Meghalaya	34	4
Mizoram	29	0
Nagaland	57	2
Sikkim	19	1
Tripura	47	2

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.37: Bar diagram of No. of Women's Collegeout of Total Colleges in NE States



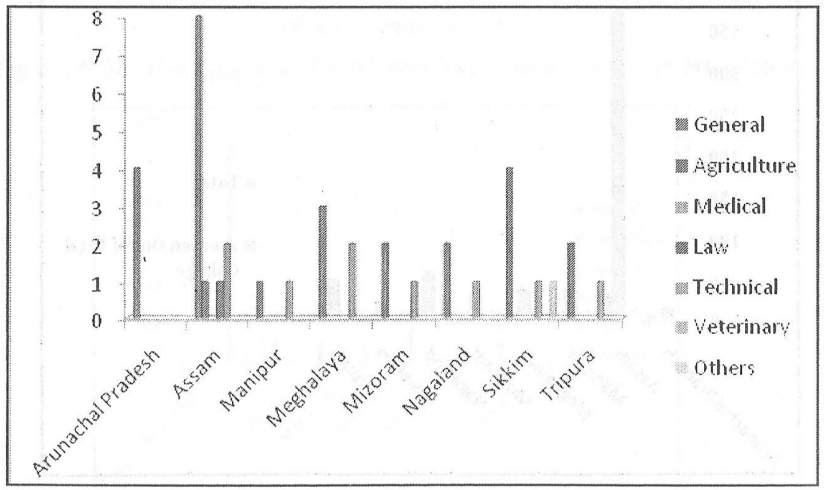
From the above diagram it has been observed that Assam is in the highest position for the no. of women's college in NE region followed by Manipur and Meghalaya. Whereas Arunachal Pradesh and Mizoram have no women's college as per the AISHE data concern.

Table 6.38: Different Types of Universities in NE States

States	Different Types of Universities						
	General	Agriculture	Medical	Law	Technical	Veterinary	Others
Arunachal Pradesh	4	0	0	0	0	0	0
Assam	8	1	0	1	2	0	0
Manipur	1	0	0	0	1	0	0
Meghalaya	3	0	0	0	2	0	0
Mizoram	2	0	0	0	1	0	0
Nagaland	2	0	0	0	1	0	0
Sikkim	4	0	0	0	1	0	1
Tripura	2	0	0	0	1	0	0

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.38: Bar diagram of Different Types of Universities in NE States



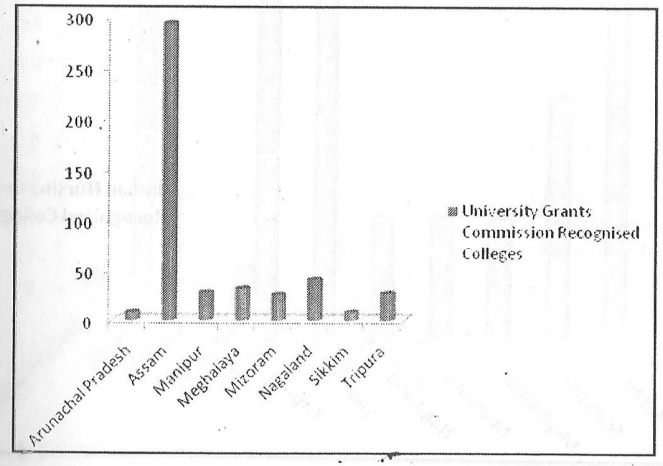
In case of different number of universities in NER the figure 6.38 represents that Assam is the only state having four types of Universities with the highest number in the categories of General, Agricultural, Law and Technical followed by Sikkim for General, Technical and other types of universities.

Table 6.39: No. of University Grants Commission (UGC) Recognised Collegesin NE States

States	No. of University Grants CommissionRecognised Colleges
Arunachal Pradesh	8
Assam	294
Manipur	28
Meghalaya	32
Mizoram	26
Nagaland	41
Sikkim	8
Tripura	27

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.39: Bar diagram of University Grants Commission Recognised Colleges in NE States



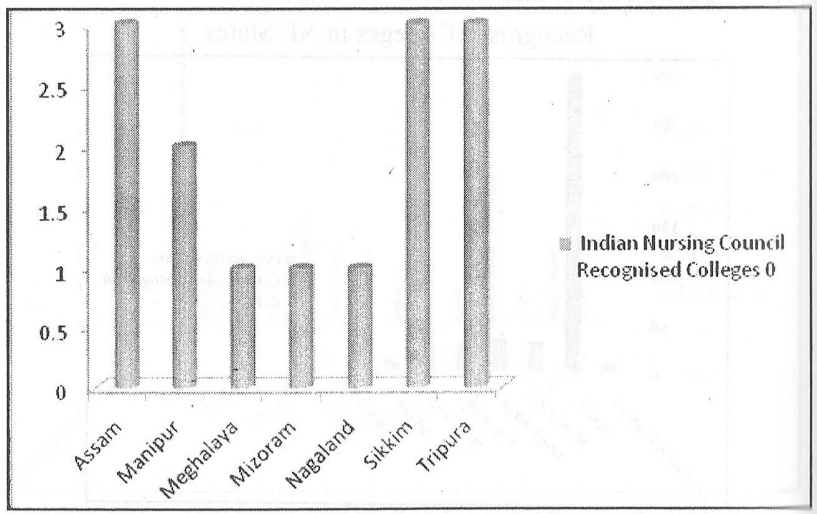
Regarding the University Grants Commission (UGC) recognised colleges in NE States Assam is in the highest position followed by Nagaland and Meghalaya. On the other hand Arunachal Pradesh and Sikkim have very least no. of colleges in this direction.

Table 6.40: No. of Indian Nursing Council (INC) Recognised Colleges in NE States

States	Indian Nursing Council Recognised Colleges
Arunachal Pradesh	0
Assam	3
Manipur	2
Meghalaya	1
Mizoram	1
Nagaland	1
Sikkim	3
Tripura	3

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.40: Bar diagram of Indian Nursing Council (INC) Recognised Colleges in NER



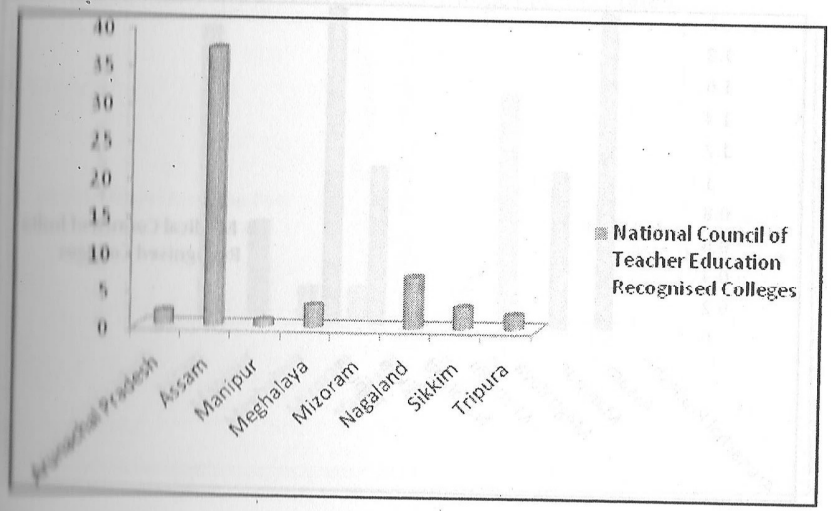
From the above bar diagram it can be concluded that Indian Nursing Council (INC) recognised colleges are highest in Assam, Sikkim and in Tripura (3 no). Whereas Arunachal Pradesh have no colleges as such.

Table 6.41: No. of National Council of Teacher Education (NCTE) Recognised Colleges in NE States

States	National Council of Teacher Education Recognised Colleges
Arunachal Pradesh	2
Assam	37
Manipur	1
Meghalaya	3
Mizoram	0
Nagaland	7
Sikkim	3
Tripura	2

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.41: Bar diagram of National Council of Teacher Education (NCTE) Recognised Colleges in NE States



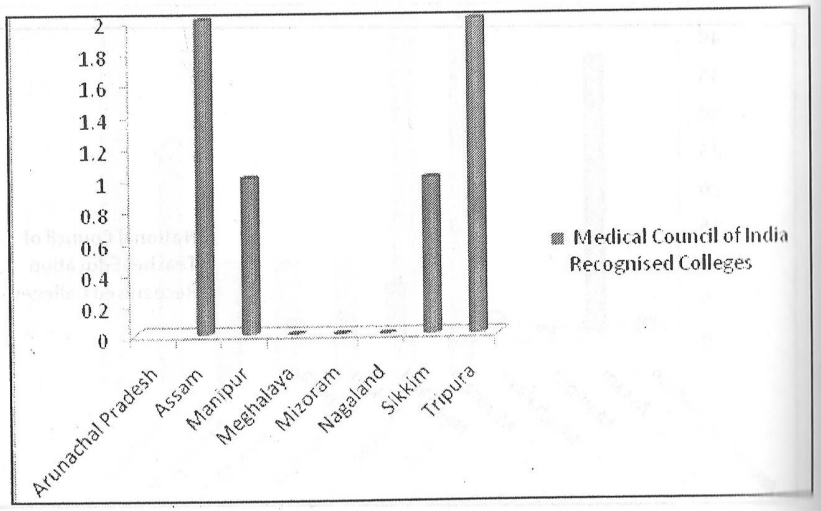
The figure 6.41 represents that Assam has 37 colleges recognised by National Council of Teachers Education (NCTE) compared to other NE States. Whereas Mizoram has no such type of colleges recognised by NCTE.

Table 6.42: No. of Medical Council of India (MCI) Recognised Colleges in NE States

States	Medical Council of India Recognised Colleges
Arunachal Pradesh	0
Assam	2
Manipur	1
Meghalaya	0
Mizoram	0
Nagaland	0
Sikkim	1
Tripura	2

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.42: Bar diagram of Medical Council of India (MCI) Recognised Colleges in NE States



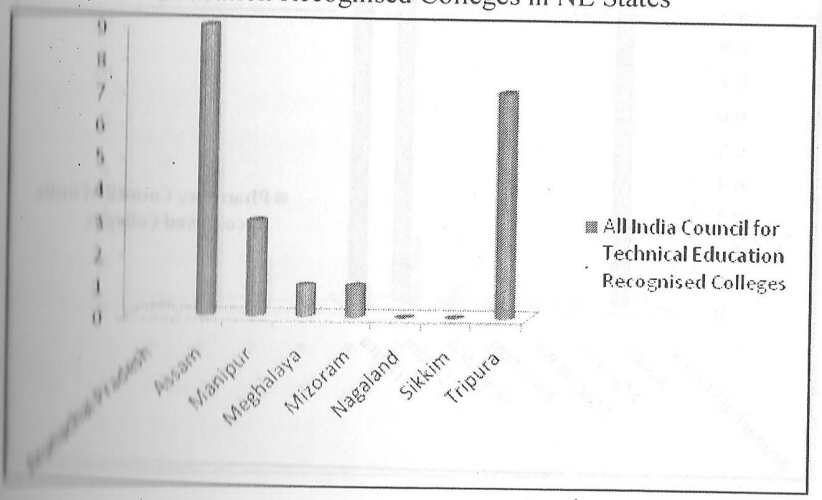
Regarding the Medical Council of India (MCI)recognised colleges in north east region Assam and Tripura are in parallel position followed by Manipur and Sikkim. The other 4 states of NER have no medical colleges found as per the AISHE data.

Table 6.43: No. of All India Council for Technical Education (AICTE) Recognised Colleges in NE States

States	All India Council for Technical Education Recognised Colleges
Arunachal Pradesh	0
Assam	9
Manipur	3
Meghalaya	1
Mizoram	1
Nagaland	0
Sikkim	0
Tripura	7

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.43: Bar diagram of All India Council for Technical Education Recognised Colleges in NE States



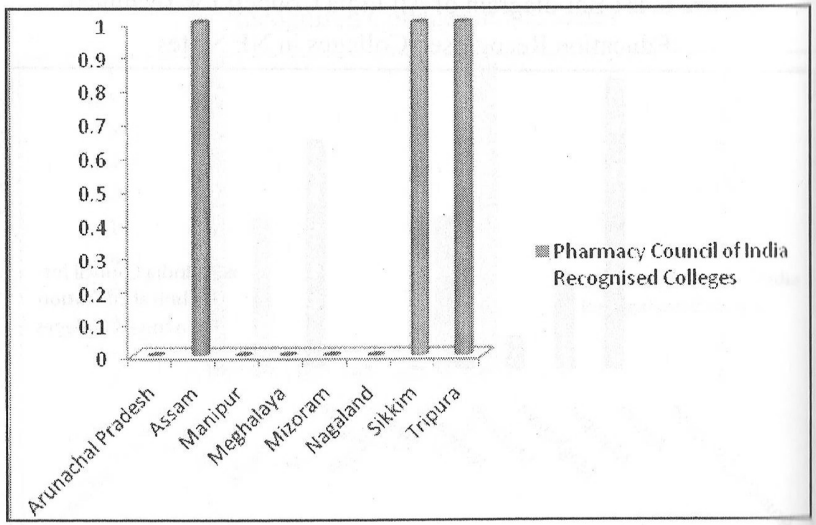
As per the AISHE data number of All India Council for Technical Education (AICTE) recognised colleges in Assam and Tripura are 9 and 7 respectively. Whereas Arunachal Pradesh, Nagaland and Sikkim possess no colleges of such type which is obvious from figure 6.43.

Table 6.44: No. of Pharmacy Council of India Recognised Colleges in NE States

States	Pharmacy Council of India Recognised Colleges
Arunachal Pradesh	0
Assam	1
Manipur	0
Meghalaya	0
Mizoram	0
Nagaland	0
Sikkim	1
Tripura	1

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.44: Bar diagram of Pharmacy Council of India Recognised Colleges in NE States



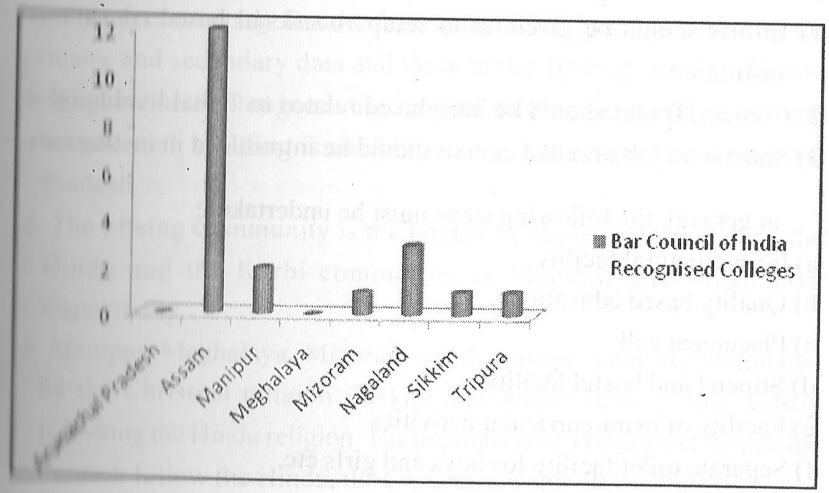
From the above diagram it has been observed that number of Pharmacy Council of India recognised colleges are same in Assam, Sikkim and in Tripura i.e., 1. The other NE states have no pharmacy colleges as such.

Table 6.45: No. of Bar Council of India Recognised Colleges in NE States

States	Bar Council of India Recognised Colleges
Arunachal Pradesh	0
Assam	12
Manipur	2
Meghalaya	0
Mizoram	1
Nagaland	3
Sikkim	1
Tripura	1

Source: All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015

Figure 6.45: Bar diagram of Bar Council of India Recognised Colleges in NE States



Colleges recognised by Bar Council of India in NE States are the highest in Assam followed by Nagaland and Manipur. In this respect figure 6.45 demonstrates that Arunachal Pradesh and Meghalaya have no such colleges.

6.4 Interpretation of Secondary Data Analysis :

After the elaborate analysis of secondary data obtained from different sources viz. All India Survey on Higher Education (AISHE): 2014-15 (Provisional), 2015, http://tribal.nic.in/content/scheduledtribes.aspx, Registrar General of India (RGI), Census 2011, Selected Educational Statistics, MHRD, 2010-11, NUEPA (2012): SEMIS 2009-10 etc. some observations have been listed regarding the factors which are very important in all the steps of educational level.

Some factors affecting tribal education are:

Social and economic factor, lack of interest in formal education, dearth of suitable teachers, lack of facilities, nature of habitat, number of teachers etc.

Some steps for the development of tribal educational status are recommended. They are as follows:

1) Efforts should be given on to setup vocational based educational institution
2) Courses/Trades should be introduced related to Tribal livelihood
3) Short term job oriented course should be introduced in institutions

In general, the following steps must be undertaken:

a) Infrastructural facility
b) Quality based education
c) Placement cell
d) Stipend and hostel facility
e) Facility of extra-curricular activities
f) Separate toilet facility for boys and girls etc.

Chapter VII
Findings and Conclusion

7.1 Introduction :

In pursuance of the directives of the Indian Constitution, the central as well as state governments have been implementing special programmes and schemes for the social, economic and educational development of the schedule tribes. The main objective behind the development of the schedule tribe is to enable them to secure an equitable and rightful place in the national mainstream. For this purpose various provisions have been made. One of such provisions is the establishment of full-fledged and target oriented residential schools in the tribal remote area in every state and if possible in every district.

In this research project analysis of various parameters or indicators of tribal people of the 8 north-eastern states regarding their socio-demographic, socio-economic, educational scenario viz. primary, school, higher or technical and vocational education, clearly highlights certain interesting results which are summed up in this last chapter.

7.2 Discussions from Data Analysis :

This present study has the following major findings based on the primary and secondary data and these major findings are as follows:

- Angami mother tongue is used in four states whereas single mother tongue such as Taing is used in only a single state i.e., Arunachal Pradesh.
- The Mising Community is the largest in Mizoram followed by the Hindu and the Karbi community in Manipur and Meghalaya respectively.
- Manipur, Meghalaya, Mizoram and Nagaland states are dominated by the Christian religion. Sikkim and Assam have people mostly following the Hindu religion. The population of Tripura and Arunachal Pradesh follow the Hindu, the Christianity and other religions.

- ❖ Tribal people adhering to the Hindu and the Muslim religion have mostly completed their school education. Regarding their progression to the college and university level, data is not adequate.
- ❖ Tribal people belonging to the Christianity mostly are not illiterate. But their progression to the college and university level education is not satisfactory.
- ❖ The students take admission in Primary section at the age of 4 years in almost 7 states except Assam. In Assam the admission age is a little late i.e., 6 or 7 years.
- ❖ In case of mediums of instruction, English is the most preferred of medium of instruction in compared to other regional languages of the 8 states of the North-East.
- ❖ All the students of North-East possess the knowledge regarding the Right to Education Act.
- ❖ The first form of culture practised by the tribals is dance followed by song especially in Meghalaya. Although, the tribal people of others states do not have any preferred form of culture.
- ❖ Maximum number of students are not interested in undertaking tuition in almost all the 8 states. One reason may be that the school environment is very healthy for teaching-learning or poverty prevents them from taking tuition.
- ❖ In higher education English is used in almost 8 states, whereas regional languages are more utilized in Sikkim and Manipur compared to the other states. In Arunachal Pradesh and Tripura some other languages are used as the mediums of instruction.
- ❖ Arunachal Pradesh and Tripura are the two leading states regarding the placement cell in higher educational institutes. The primary data shows no similarly active placement cell in Assam and Mizoram.
- ❖ In vocational education sector the north east states have mostly twelve months' duration courses followed by six and three months' duration courses, whereas only Mizoram follows three months' duration courses.

- ❖ It has been seen that the tribal students while pursuing higher education do not care much about the type of the institutions-whether Boys, Girls or Co-educational. Similarly, regarding the affiliation of the institutions-whether UGC, AICTE or Others, the student do not bother much.
- ❖ Category of institution-whether Govt., PPP or Private does not influence the students much in deciding their chosen institute. Likewise, the medium of instruction also does not determine much.
- ❖ Infrastructural facilities of the institutes do not decide the choice of the tribal students. It is same with the types of the institutions.
- ❖ Category of the vocational institutions, whether Govt., PPP or Private does not have a major say in deciding the students' choice. Training types-Formal or non-formal also do not have impact in students' preference.

7.3 Suggestions :

Some suggestions for improvement of tribal education are:

- ⇨ Proper awareness campaign should be organized to create the awareness about the importance of education. Extensive literacy campaign in the tribal dominated districts may be undertaken on a priority basis to enlighten the tribals.
- ⇨ The conventional attitude of the tribal parents towards education should be altered through proper counselling and guidance.
- ⇨ All free study materials should be supplied in local languages of the tribes.
- ⇨ It is suggested to appoint more tribal teachers and female teachers in the tribal areas. The ecological, cultural, psychological characteristics of tribal children should be analysed carefully by the teachers in tribal areas.
- ⇨ Since higher education among the tribes is very less, special ST scholarships should be provided to the tribal students pursuing higher

education, particularly in medical, engineering, and other vocational streams.

- ⇨ More residential schools should be established in each state and district.
- ⇨ Social security of students, especially of adolescent girls must be ensured in residential schools.
- ⇨ More target-oriented vocational institutions with all necessary and essential facilities should be opened in the remote areas in such a way that the poor people can have access to these in each state and district of north-east region.
- ⇨ Higher level officials should on regular basis make supervision and inspection to check the functioning of schools vis-a-vis the teaching-learning methods, working hours and attendance registers.

7.4 Implication for Further Studies :

While carrying out the present research work, it has been felt that there is perhaps immense scope for further research on *status of tribal education in north-east India*. However, it is not possible to incorporate everything in one project report and therefore the following areas of possible future research work on this issue/topic have been suggested which are as below:

(i) In this report, result of students' examination is not considered. Consideration of the final marks/grades of students at the different stages of their school/college/university, may lead the analysis to other directions. Also these will impart proper planning and execution strategies for the development of the tribal education as well as their society.

(ii) Successful (pass out) students' scenario can be collected in data set. This will help to identify job oriented courses in the educational institutions.

(iii) Some other variables viz. students' or their parents' detailed socio-demographic information, drop-out students scenario etc. have their significant role for this research work. These variables have not been included directly in this research work. So there is a wide scope to extend this work in this direction.

(iv) Stratification and extended data of this research project offers scope for future investigation.

(v) The research work can be generalized for the entire country with more necessary facilities.

7.5 Conclusion :

Education is the only key to tribal development. Tribal children have very low levels of participation. Though the development of the tribes is taking place in India, but the pace of development has been rather slow. If government does not take some drastic steps for the development of tribal education, the status of education among tribes will be a story of distress and despair. Hence time has come to think it seriously about tribal education and inclusive growth. So, there is an urgent need for various government interventions, planners and policy makers to address this problem and allocate more funds in the central and state budgets for tribal education. Easy access and more opportunities should be provided to the tribal children in order to bring them to the mainstream of educational and economical development.

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Title of the Project: Status of Tribal Education in North-East India

PART – I

(General)

1.1. Name of the Household : _____

1.2. Residential Address : _____

1.3. Mother tongue : _____

1.4. Religion :

(i) Hindu ☐ (ii) Muslim ☐ (iii) Christian ☐ (iv) Others ☐

1.5. Community: _____

1.6. Description of the concerned family :

Family belongs to: (i) APL ☐ (ii) BPL ☐

Sl. No.	Family Member	Age	Marital Status	Last Education	Occupation	Income (in Rs.)	Expenditure on Education	Remarks (if any)
1								
2								
3								
4								
5								
≥ 6								

1.7. Facility at home :

(i) Electricity ☐ (ii) Toilet ☐ (iii) Drinking water ☐

PART – II
(Primary Education / Elementary Education / Secondary Education)

2.1. Formal primary school education :

(i) Yes ☐ (ii) No ☐. If yes up to : _____

2.2. Started primary education at the age : _____

2.3. School/ Institution belong to :

(i) State Board ☐ (ii) CBSE ☐ (iii) ICSE ☐ (iv) Other Board ☐

2.4. Reason for leaving school :

(i) Poverty ☐ (ii) not finding interesting ☐ (iii) medium of study ☐ (iv) any other ☐

2.5. If provisions are made, would you like to go to school again :

(i) Yes ☐ (ii) No ☐

2.6. Do you get any stipend :

(i) Yes ☐ (ii) No ☐

2.7. Category of school :

(i) Govt. ☐ (ii) Semi Govt. ☐ (iii) Private ☐

2.8. Type of school :

(i) Boys ☐ (ii) Girls ☐ (iii) Co-Educational ☐ (iv) Ashram School ☐

2.9. Medium of instruction/study :
(i) English ☐ (ii) Regional Language ☐ (iii) others ☐

2.10. Staying at :
(i) Home ☐ (ii) Hostel ☐ (iii) Rented House ☐ (iv) Other ☐

2.11. Food Provision at the Hostel :
(i) Yes ☐ (ii) No ☐

2.12. Toilet facility at school :
(i) Yes ☐ (ii) No ☐

2.13. Do you know the right to education Act.in India :
(i) Yes ☐ (ii) No ☐

2.14. Are you interested in sports :
(i) Yes ☐ (ii) No ☐ . If yes, type of sports: _____

2.15. Are you interested in cultural affairs :
(i) Yes ☐ (ii) No ☐ . If yes, type of affairs: _____

2.16. Distance between residence and school/ institution : _____
(in KM)

2.17. Whether taking tuition :
(i) Yes ☐ (ii) No ☐

PART – III
(Higher Education / Technical Education)

3.1. Name & Address of the institution: _____
_____
_____

3.2. Name of the stream and duration of the course: _____
_____

3.3. Institution based on :
(i) General Course ☐ (ii) Technical Course ☐ (iii) others ☐

3.4. Category of the institute :
(i) Govt. ☐ (ii) PPP ☐ (iii) Private ☐

3.5. Type of the institute :
(i) Boys ☐ (ii) Girls ☐ (iii) Co-educational ☐

3.6. Institute affiliated to :
(i) UGC ☐ (ii) AICTE ☐ (iii) other ☐

3.7. Medium of Instruction/Study :
(i) English ☐ (ii) Regional Language ☐ (iii) others ☐

3.8. Do you get any stipend :
(i) Yes ☐ (ii) No ☐

3.9. Satisfied with quality of the teaching staff :
(i) Yes ☐ (ii) No ☐

3.10. Satisfied with quantity of the teaching staff :
(i) Yes ☐ (ii) No ☐

3.11. Satisfied with the infrastructure of the institution :
(i) Yes ☐ (ii) No ☐

3.12. Any placement cell in the institute :
(i) Yes ☐ (ii) No ☐ . If yes, write % (last years):_____

3.13. Whether interested to continue for further studies :
(i) Yes ☐ (ii) No ☐

PART – IV
(Vocational Education)

4.1. Name & Address of the institution: _____

_____

_____

4.2. Name and duration of the Trade: _____

_____

4.3. Institution provides vocational training :
(i) Formal ☐ (ii) Non-formal ☐

4.4. Category of the institute :
(i) Govt. ☐ (ii) PPP ☐ (iii) Private ☐

4.5. Type of the institute :
(i) Boys ☐ (ii) Girls ☐ (iii) Co-educational ☐

4.6. Institute affiliated to :
(i) State Govt. ☐ (ii) Central Govt. ☐ (iii) Private ☐ (iv) other ☐

4.7. Medium of Instruction/Study :
(i) English ☐ (ii) Regional Language ☐ (iii) others ☐

4.8. Do you get any stipend :
(i) Yes ☐ (ii) No ☐

4.9. Hostel facility available :
(i) Yes ☐ (ii) No ☐

4.10. Training/ internship facility available :
(i) Yes ☐ (ii) No ☐

4.11. Any placement cell in the institute :
(i) Yes ☐ (ii) No ☐. If yes, write % (last years):_____

4.12. Trade is selected by :
(i) Institute ☐ (ii) Guardian ☐ (iii) Self ☐ (iv) others ☐

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